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ABSTRACT

This workbook is the second in a series of four student workbooks designed to prepare youth with the employability skills needed for the world of work. The four student workbooks contain all phases of employability skills in seven individual packages. This workbook on furthering a career includes two learning packages--one on communication and another on decision making. The writing, speech, and drama exercises are to be worked on privately, in class, or with friends and family. For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. An added feature of the workbook is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. A bibliography is appended. (YLB)

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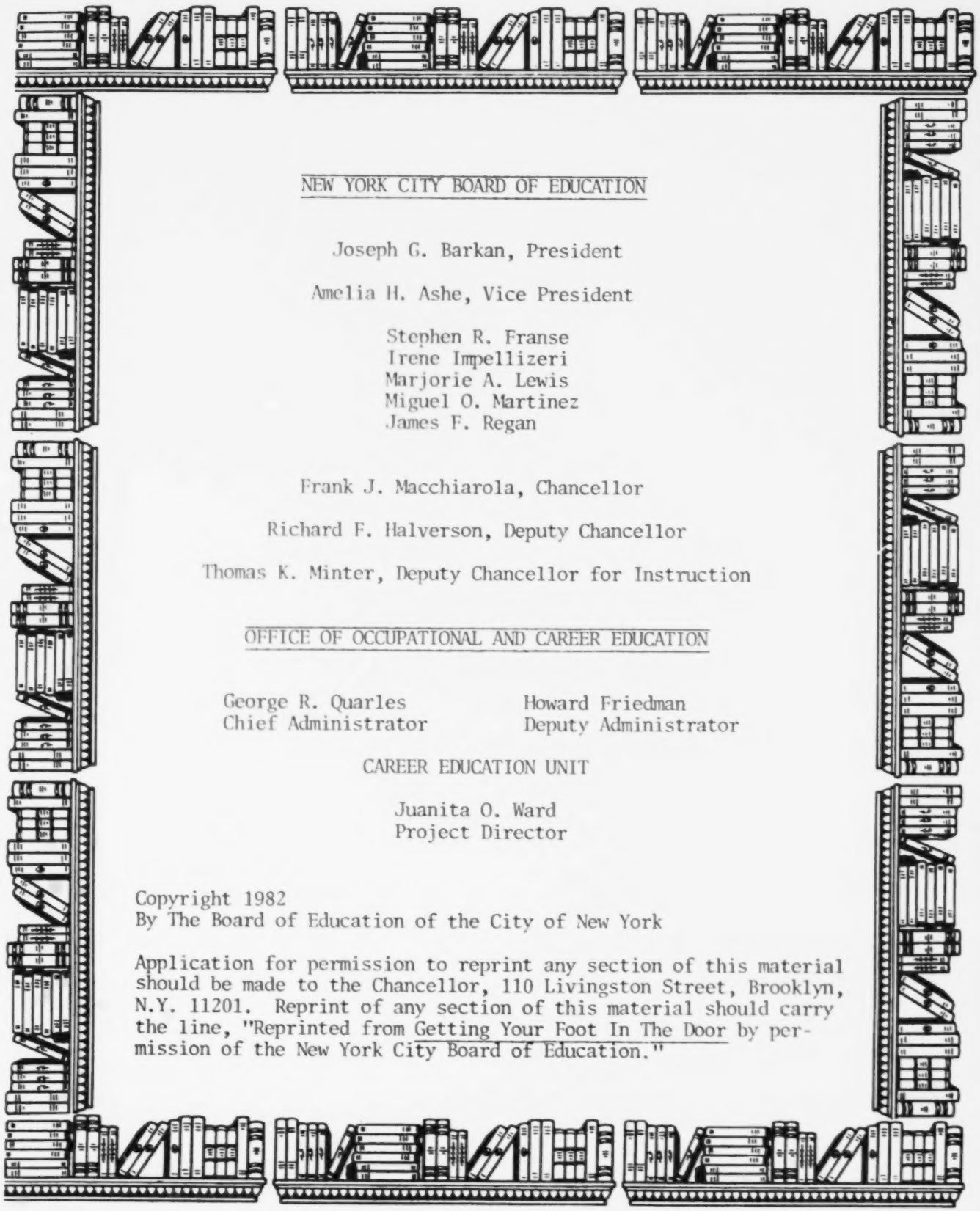

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GETTING YOUR FOOT IN THE DOOR

EMPLOYABILITY SKILLS

Furthering Your Career Through Communication and Decision - Making

STUDENT WORKBOOKBOOK II

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Acknowledgements

Several years ago, the participants in a work experience research project recognized the urgent need for schools to prepare youngsters with the employability skills needed for the world of work.

This project was under the direction of Vera Hannenberg, Director of Planning, Office of Occupational and Career Education, who was assisted by Fred Banes, Harriet Borenstein, John Brennan, Mary Cohen, Amy Downey, Joe Feld, Ida Shapiro, and May Shepard.

An experimental edition of employability skills, "Getting Your Foot in the Door," was coordinated by Stanley Barondes. Subsequently, the first edition of "Getting Your Foot in the Door" was developed by Marc Kaplan and Sherry Reiter under the coordination of Francine Vernon. Shirley Anderson, Carol Costello, Alexander Hamilton, Harriette Katz, Augusto Martinez, Diana Perez, Stanley Weinberg, and Sonja Woods prepared this material for printing. Christopher Hargett contributed the graphic art.

This current edition is made possible by the Chancellor's Office of the Board of Education, the City Council and the Educational Priorities Panel. Howard Greenberger is the Editor. Kenneth SL Brownlie is the Associate Editor. Peggy Barber prepared the manuscript for printing. Also assisting in the completion of this project were Richard Downey, Jack Gold, Marc Kaplan, and Cynthia J. Wilson. Betty Davis compiled the bibliography. Nancy Boyman implemented the production of the workbooks.

Through the years, many concerned individuals have contributed their time, talent and support to the development of this project. In behalf of the students in the New York City public schools, our gratitude is extended to all of these benefactors.

All versions of "Getting Your Foot in the Door" were finalized under the supervision of the Project Director, Juanita O. Ward.

How to Make this Workbook Work for You

This workbook is designed to provide you with winning strategies for success in your career. The exercises, though appearing to be serious or light-hearted games, are in reality tools for self-discovery.

To get the most from this workbook, you should respond to every writing, speech, or drama exercise by taking a position or selecting an answer, even when it is difficult for you to do so. In this way, you really know who you are, what you like, which would be the right career for you, and how to achieve success.

Some exercises will be worked on privately and others will be done in class or with friends and family. Often you will be involved with a group so that you can see the same question from another person's viewpoint.

For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. By this method, the unique individual who is you will find self-expression that can be transferred to a job situation.

An added feature of this workbook of Employability Skills is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. If you are not familiar with the word, look it up in the dictionary. Write the word and definition in your own personal vocabulary list at the end of each package to help you become familiar with the language of the business community.

"Getting Your Foot in the Door" consists of four Student Workbooks containing all phases of Employability Skills in seven individual packages as follows:

Student Workbook I	SELF-KNOWLEDGE TO HELP YOU START YOUR CAREER
Learning Package A:	Career Planning/Self-Perception
Learning Package B:	Career Planning/Values
Student Workbook II	FURTHER YOUR CAREER THROUGH COMMUNICATION AND DECISION-MAKING
Learning Package C:	Communication
Learning Package D:	Decision-Making
Student Workbook III	SKILLS FOR JOB-GETTING
Learning Package E:	Search, Application, and Interview
Student Workbook IV	OVERCOMING JOB PROBLEMS
Learning Package F:	Opening Closed Doors
Learning Package G:	Keeping a Job

Each of the Learning Packages represents one of the seven steps to the attainment of your career goal and may be used alone to introduce you to a specific aspect of the world of work.

INTRODUCTION : COMMUNICATION

Nearly all living and learning involves sending and receiving messages through the obvious ways of speaking, listening, reading, and writing as well as the subtle means of clothing, manner, and style. This is called communication. The phrase, "interpersonal communication" stresses the fact that communication links one person with another.

The major purpose of this package is to improve communication skills in the world of work, because this is the single most important factor in getting and keeping a job. Today, communication has become so much a part of the New York employment scene that you can increase your chances of finding a position one hundred percent by being an effective communicator.

Typical observations by employers are these quotes:

> "A person who can't handle customer relations has limited opportunities."

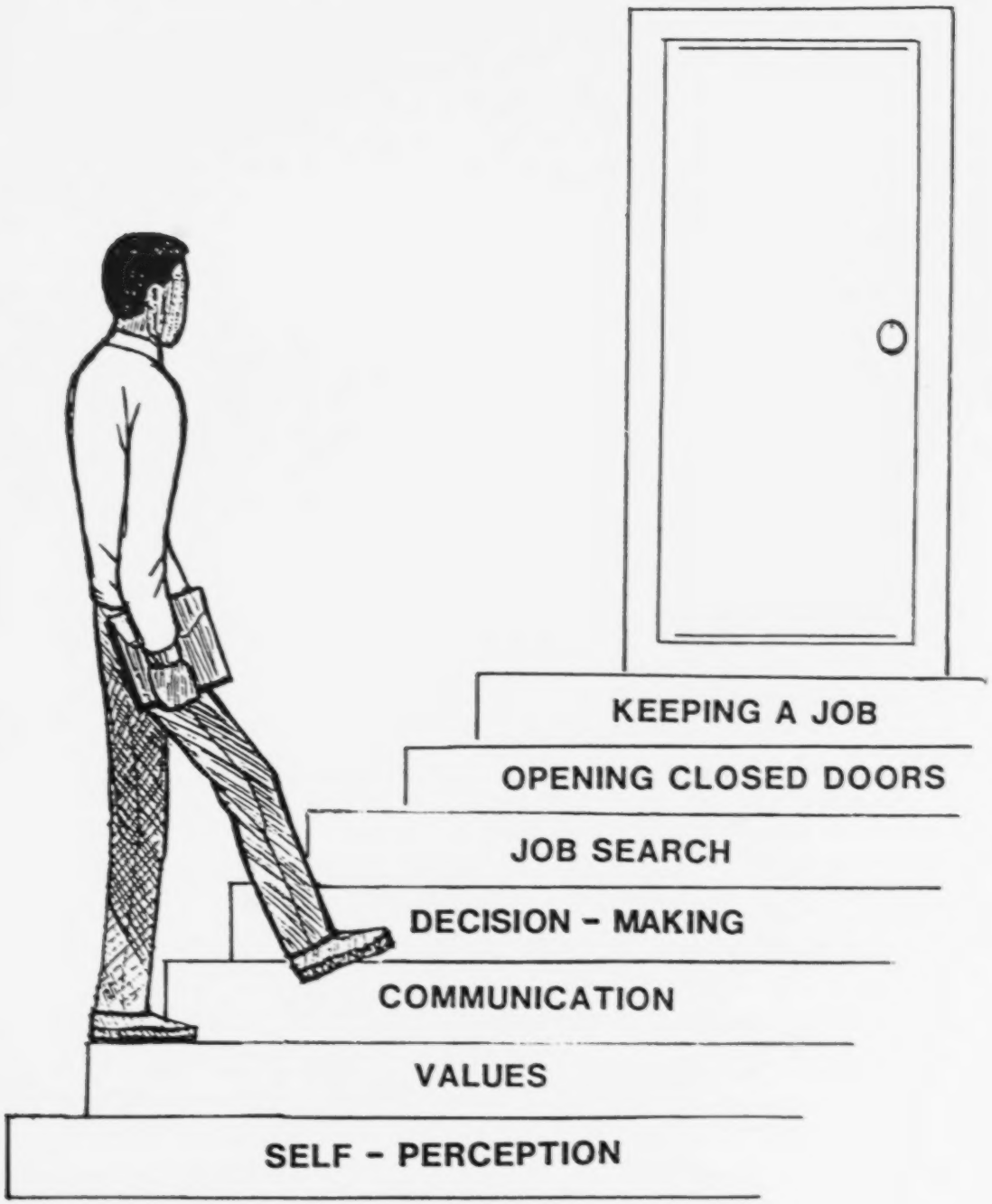
> "Two-thirds to three-fourths of the people who lost their jobs have problems with working relationships."

By applying yourself to doing the exercises in this package, you will build confidence in your ability to express yourself and to accept ideas. Greater success, not only professionally but also personally, will result, since friends, families, marriages and communities are held together through the power of communication.

GETTING YOUR FOOT IN THE DOOR

LEARNING PACKAGE C

Communication



Ways of Communicating

Almost every activity you perform projects some form of communication. Even when you are just listening, you are giving a non-verbal reaction by just the way you hold your body. This is called "Body Language." The way you dress and wear your hair, the look in your eyes and the smile on your face, everything about you either confirms or denies anything you say. Remember that these indirect means of communicating should reinforce the direct methods emphasized in this learning package.

There are three major ways of making a message known:

A. One-way communication occurs when you are either the sender or receiver of a message to which no response is expected or possible. Reading and listening to the radio or a lecture are perfect examples of people conveying thoughts or emotions to you without your being required to give anything in return, except your attention. Since this is a workbook, the focus will be on the more active interchange of the other two methods of communication.

B. Two-way communication is the most common form of give-and-take between people and can produce greater understanding. This back and forth method of getting points across can involve many more people than the two you usually think of in this interchange. Suppose that a speaker is addressing an assembly. The speech is an example of one-way communication. If there are interruptions from the audience to which the speaker responds, this becomes two-way communication. Since this is the most powerful form of communication in business, the focus will be on exercises to better your abilities in this kind of communication.

C. Three-way communication happens when a group forms to exchange ideas, conversation, opinions, on whatever is the topic chosen, consciously or otherwise. Under such conditions, you can say something you did not expect, or you may be influenced by the power of the majority. To be in control of your own thoughts at all times, and be able to express yourself to a group without being afraid is the objective of the three-way communication exercise.

Vocabulary of Communications

Preciseness in language not only shows that you know what you're talking about, but also makes the listener understand completely your intent. The correct word can save a dozen others and an equal number of mistakes in meaning. In the language of communication itself, you should know the words listed below on the left that define or describe the statements on the right. Make the connection between them by writing the letter next to the matching number.

1. Refusal	_____ A.	"A note indicating something to be remembered."
2. Constructive Criticism	_____ B.	"I've seen ideas planned like this before. It will never work."
3. Positive Attitude	_____ C.	"The question of whether the worker's pension fund ought to be invested in real estate projects in blighted areas of the city is a subject of lively discussion."
4. Memo		
5. Gossip	_____ D.	"I will not get you a cup of coffee."
6. Grapevine	_____ E.	"I think your idea is great!"
7. Negative Attitude	_____ F.	"I came to your place and ordered the silk frame from you because you said it would be ready by last Wednesday."
8. Feedback	_____ G.	"I heard she's dating the boss's son."
9. Legible	_____ H.	"I know how you feel."
10. Controversial	_____ I.	"I heard it through John who was told by Mary who happened to hear Mr. O'Neill say that the business is being sold to the Royal IKM Company."
11. Complaint	_____ J.	"I'd like to tell you why I disagree with your suggestion."
12. Customer	_____ K.	"This is written clearly and neatly."
13. Praise	_____ L.	"This project is really exciting."
14. Non-verbal	_____ M.	"A pat on the back."
15. Empathy	_____ N.	"Mr. Bell, the Chairman of the Board, is very positive regarding your suggestions!"
	_____ O.	"A person or company who is provided with goods or service by your company."

Choose any five of the above words to use in a sentence which describes the communication problem you experienced in school, at home, or with friends. Share your sentences with the group.

4

Wake Up to Your Communication Skills !

You communicate from the minute you get up to the time you go to sleep. Get a perspective on how well you are doing by listing all your communications activities today so that you can profit from your achievements and mistakes.

Your Communication Log

Method of Communication	One, Two, or Three-Way?	Person(s) Involved	Why You Communicated	Result

On a separate sheet of paper, answer the following questions:

1. Using which means of communication made you most comfortable?
2. Which situation would have been improved if you had expressed yourself better?
3. In what way would you like to correct how you communicated?

Down to Earth Facts About Two - Way Communication

"I say what I mean, and I mean what I say.
Why don't people understand me?"

Sometimes you feel like you're on another planet when you talk to some people. Merely announcing to others that they should let you know when they don't understand does not mean that you have really opened a two-way channel. Often people will not admit they are confused because they don't want to appear dense in your eyes. Often, of course, they are not really aware of their confusion or misunderstanding until the test of practical action is applied.

On the job, there may be a status barrier to two-way communication. Workers may hesitate to tell a boss that they do not understand. Their fear is that supervisors will take this as criticism of their own behavior. Another reason for such timidity is the possibility of looking dumb in the eyes of the boss. Because workers usually want to be regarded in a favorable way, they try not to do anything that might cause a conflict.

When things are going poorly at work, the boss may be the last to find out the real state of affairs. This lack of communication may result in a loss of money which may make everyone suffer. You can prevent such problems by being able to express yourself well in two-way communication.

STATUS BARRIER

Don't Be Phony On The Phone

Talking on the phone is such a natural part of your life that it's easy to take for granted the power of the instrument of two-way communication you have in your hand. With this instrument, what you say and how you say it are the only means to make an impression. On the other hand, how carefully you listen is the only method of understanding the other party. You must perfect your telephone technique not only for your personal life, but also for your future career.

PHONE TONE

Phone Tone: (fōn tōn). [< Gk. Phone, sound Lat. tonus, accent], 1. A telephone technique designated to save time and to create a professional and friendly atmosphere. 2. An effective way of using the telephone to make customers feel important; thereby improving the image of the individual and the company. 3. An impression that is communicated to a listener through your voice and actions.

A. When You Receive a Call

Answer promptly with a smile.
Identify yourself
Explain when you leave a line, and return promptly.
Transfer calls only when necessary.
Terminate calls courteously.
When co-workers are absent from the office, explain in a way that creates a good image.
Take accurate messages and be sure of the caller's number.
Don't panic during call interruptions.
Be helpful by offering assistance.
Be tactful if you must screen calls.

Use Phone Tone

B. Develop an Effective Telephone Voice

Put a smile in your voice by using basic phrases of courtesy such as "Please," "Thank you" and "You're welcome."

Try to vary your phrases to suit the condition.

Show a sincere interest in the caller.

Save candy, gum and cigarettes until after your telephone conversation.

Speak clearly and distinctly. Talk directly into the transmitter, holding it about 1½ inches from your lips.

Vary your tone but avoid extremes of loudness or softness.

Talk at a moderate rate, not too fast or too slow.

C. Project a Good Telephone Voice

Use businesslike phrases instead of slang. Say "Yes," "Certainly" and "Of Course" instead of "OK".

Avoid technical expressions which may confuse the caller.

Be a good listener; make notes while the caller is speaking.

Side comments and discussions with others while a person is waiting on the line are inconsiderate and irritating.

Always acknowledge a request.

Show that you're interested by using the caller's name.

Give each caller individual rather than routine consideration.

Be tactful when it's necessary to refuse a request because of company policy.

Space calls with a short interval between each one; Someone may be trying to reach you.

Return your calls promptly.

Follow through with promises.

Apologize for errors and delays.

Treat your co-workers with the same courtesy your customers receive.

Phone Tone

Source: Bell System, New York Telephone Company

Phone Confrontations

No two people (or organizations) are alike, so it is impossible to cover the thousands of situations which confront different telephone users from day to day. This list presents some of the more common areas, situations which confront any person who answers the telephone for other people.

There are five basic steps in handling incoming calls: 1) answering the call; 2) handling delayed calls; 3) assisting the caller if the requested party is unavailable; 4) keeping the caller informed of progress, and 5) concluding the call.

Every suggestion made here may not fit your particular situation on each occasion, but these recommendations do contain the basic rules a telphone user should employ: be polite, prompt, helpful, courteous — and human.

DIRECTIONS: In the column at the far right, explain <u>why</u> you think "this is better....than this."

THIS IS BETTER...	THAN THIS	WHY?
<u>Greeting the Caller</u>		
Good morning, Miss Woods.	Hello (or good morning)	
Mrs. Moore's office, Mr. Phillips	Yes, please	
Mr. Gray's office, may I help you?	Extension 4236. Who do you want?	
<u>Making Sure</u>		
Would you repeat your name for me, please	What name did you say? I can't hear you.	
Would you spell that for me, please?	What did you say? Talk a little louder.	
I'm sorry, I didn't get the name of the person.	I can't understand what you're trying to say.	
<u>Acknowledging</u>		
Thank you, I'll have her paged for you.	O.K. I'll see if I can get her.	
Yes, Mrs. Malloy, I'll be happy to do that for you.	All right. I'll do what I can about it.	
I will be glad to give him your message.	I'll tell him what you said when I see him.	

THIS IS BETTER	THAN THIS	WHY?
Called Line is Busy		
Mrs. Gaylord is on another call. May I take a message (may someone else help you) (would you care to wait)?	She's busy now. She's talking now. Do you want to call later?	
Leaving the Line		
Would you mind waiting while I check, please? It will take a minute or so. Do you care to wait or shall I call you back?	Just a minute. Let me look around for it. I'll try to find it. Hold it, I'll see what I can do.	
Returning to the Line		
Thank you for waiting. I have that information. I'm sorry to have kept you waiting. I can help you now.	The date on that order was June 18. Are you still waiting? I can't locate that.	
Called Party Doesn't Answer		
Mr. Cox seems to be away from his desk (out of his office). May I take a message (may someone else help you?	Mr. Cox isn't answering his phone. I don't know where he went. I could try to find somebody else.	
Called Party Not In		
Mrs. Wheat is out of the city. We expect her back in the office Monday. Mr. Johnson is not in. We expect him within an hour. Mrs. Robinson is out of the office. She should be back late this afternoon.	Mrs. Wheat's not here. I don't know when she'll be back, maybe next week. Mr. Johnson has left for the day. He could call you later. We haven't heard from Mr. Smith. Why don't you call back tomorrow? She's gone. Do you want me to take a message? O.K., I'll tell her.	

MORE CONFRONTATIONS

THIS IS BETTER	THAN THIS	WHY?
Undetermined Party		
Will you wait, please? I'll find who has that information.	I don't know who takes care of that. Who was it you talked to?	
Let me transfer you to Personnel (or a certain party). They will be able to help you.	That's another department. Would you want to call back and ask for extension 1234?	
Can you recall the name of the person who talked with you?	I don't know. Maybe somebody else can help you.	
I'm sorry, we don't carry that product. You might try your Yellow Pages.	We don't handle that product. You must have called the wrong number.	
Unusual Delay		
I'm sorry, but he is still on a call. Would you care to wait or may I take a message?	He's been on the phone all morning. I don't know how long he'll be, maybe a few more minutes.	
I'm sorry for the delay. Here's Mr. Anderson.	Okay. I can put you through. He's off the phone now.	
I'm sorry for the wait, but Mrs. Beard can speak with you now.	Everybody's been calling. I just couldn't get back to you any sooner.	
Screening Calls*		
May I say who's calling, please? Or may I give him your name?	He wants to know who's calling.	
He's in a meeting (not at his desk) (out of his office). May I take a message?	If you tell me who's calling, I'll see if I can locate him.	
Will you wait please, while I see if she's in? Or may I tell Mrs. Long who is calling?	Mrs. Long isn't taking calls this morning.	

*Not the most desirable method of handling calls, but when it is required, these procedures are recommended.

Source: New York Telephone Company

THIS IS BETTER	THAN THIS	WHY?
<u>After Screening</u> Here is Mrs. Day now. Just a moment, please.	 Mrs. Day says she can talk to you now. Hold on a minute	
<u>Completing the Conversation</u> Thank you for calling, Mrs. Rogers. I'm glad I was able to help you. Goodbye. You're welcome, Mr. Miller. Goodbye.	 Bye-bye — O.K. — So long. That's O.K. — All right, now. — See you later. Allright, bye.	

Making Two - Way Communication Work for You

As you probably have discovered in the telephone exercises, a speaker may face an emotional situation in two-way communication. Interruptions and questions from listeners may disturb or excite you. As the speaker, you may be growing annoyed with your listener's reaction to what has been said.

A basic change takes place when you shift from one-way to two-way communcation. Actually, the speaker has given up control over the situation. By opening the audience's channel, you have said, in effect, "Give me instructions as to what I may do in order to communicate more adequately with you." If you really want to promote clear understanding, you need feedback in order to guide you. You must be prepared to spend time and hear statements that might disturb you, and even be painful, if you open a communication channel.

Although two-way communication involves time and trouble in the early stages, these problems become less annoying as the process continues. As speaker and listener talk to each other, they begin to develop a common language. They also develop increased understanding of one another as people. Then, when emergencies demand that quick orders be given, one-way communication can be utilized with confidence that it will be understood.

UTILIZE

Three - Way Communication

Making the Most of a Group

Three or more persons are considered a group. Group communications is even more complex than two-way communication, because the more parties involved, the more interpretations and misunderstandings may result. The purpose of the following exercises is to make you alert to the elements you must control for the outcome you desire in three-way communications.

Directions: After doing each of the activities, write the answers to the questions on a separate sheet of paper.

Exercise #1:

Divide into groups of three. Assign one person to be the interrupter. The remaining two members of the group are to start a conversation. The interrupter will attempt to break into the two-way conversation.

Questions: What happens when a person who is talking is interrupted?
How would you deal with interruption?

Exercise #2:

Form a semi-circle. The teacher will hand a one-sentence message to a student who will whisper it only once to the next student, and so on. The last person in the semi-circle tells what message he received and compares it with the original message.

Question: What do you discover about fact transmission?

Exercise #3:

Form a semi-circle. People, taking turns, are to state their first name, and one like or dislike. Before the next person to the right can speak, he/she must first repeat the information given by the previous person.

For example:

David: My name is David and I like Billy Joel.
Edna: Your name is David and you like Billy Joel.
My name is Edna and I dislike short dresses.
Chris: Your name is David and you like Billy Joel.
Your name is Edna and you dislike short dresses.
My name is Chris and I like the Rolling Stones.

Question: Did you find it difficult to remember information?

TRANSMISSION

Experiencing The Group Process

This exercise is designed to examine what occurs in the communication process. The topics selected were chosen because they are controversial. Study the following list of topics:

a. To let your friend copy your homework

b. To get married at seventeen

c. To get high

Form a group and sit in a semi-circle or circle. The group then should decide on a topic.

Divide into groups for and against the topic selected. Alternate pro and con speakers. When presenting your argument, repeat the main idea of the person who spoke immediately before you.

Discussions:

a. When someone was speaking, did you spend your time listening to the arguments stated, preparing your response, or making judgments?

b. Compare how each one feels about all three ways of communicating.

INTENT

Headlines Go Right to Your Head

N.J. Boarding House Fire Kills 23
MAYOR PROPOSES NEW TAX BREAK
NEW BUDGET CUTS ANNOUNCED
U.N THREATENS TO LEAVE N.Y.
State Bars A-Plants For Jamesport Site

Making Headlines Work For You

Being able to get a point across with a minimum of words is the art of the headline that everyone can use to advantage, especially in business.

Answer the following questions in the space below:

1. Write a brief description of what you understood of the situation from each of the headlines on the previous page.

2. What characteristics does a good headline have?

3. Are headlines examples of one, two, or three-way communications? Explain your answer.

4. Think of a time in the past that you had to communicate the way a headline does. Describe the situation.

Expressing Your Feelings - I

Yourself Inside Out

A. How would you answer the question above? Use the space below.

B. As you see from the above exercise, expressing your feelings is an outlet for your emotions. You must be prepared, however, for the reaction such a confrontation may spark in the listener. The purpose of these exercises is to help you be aware of the power your words have in such situations.

On a separate sheet of paper, answer the following questions:

1. When you are with different people, does it make a difference in the way you speak?
2. Is letting people know exactly how you feel inside the best way to behave at all times? Some of the time? Never?
3. Do you think it is more important to protect someone's feelings or to expose your own feelings? Recall examples from a personal experience.
4. You've probably heard the statement, "We wear a lot of disguises in getting along with people and getting what we want." What does it mean? Do you agree? How would you describe your disguises?

Expressing Your Feelings - II

What Do You Do When ?

How does your attitude affect how you get along with others? In the exercise below, ten ordinary happenings are used to help you pinpoint your attitude toward others so that you can see whether your patterns of communication set you up for success.

Directions: Place a check before the phrase in each situation that best expresses how you would react.

a. When someone shouts at you in anger, you:

_____1. withdraw in silence.

_____2. shout back in anger.

_____3. answer calmly.

_____4. walk away.

b. When you disagree with what someone says, you:

_____1. keep quiet, if you are not affected by the opinion expressed.

_____2. laugh because you think the person is wrong.

_____3. question the speaker about the facts.

_____4. tell him that he is definitely wrong.

c. When someone tells you a secret, you:

_____1. use it to trade for other gossip.

_____2. keep it out of your mind.

_____3. swear another to secrecy, and then pass it on to someone else.

_____4. feel deeply honored by the trust.

d. When a friend or relative asks for your opinion, you:

_____1. tell the complete and often bitter truth, just as you see it.

_____2. tell the person what he wants to hear.

_____3. tell the part of the truth most important to the other person.

_____4. avoid giving your opinion.

e. When your friend or relative is wearing a new jacket for the first time, you:

_____1. ask if you can try it on.

_____2. say that it looks good whether you really think so or not.

_____3. point out the good and bad in detail.

_____4. praise it first, and then later discuss a major fault.

f. When someone has just realized a mistake was made, you:

_____1. always say how unimportant it was.

_____2. tell her that you would not have made such an error.

_____3. help her to plan the next step.

_____4. tell her that she is stupid.

g. When you are in a social group and a pause in the conversation occurs, you:

_____1. wait for someone else to begin a topic.

_____2. ask a leading question.

_____3. sit back and wait for someone else to begin to talk.

_____4. tell everybody what to do to liven things up.

h. When you are with friends, you sometimes feel:

_____1. superior.

_____2. envious.

_____3. affectionate.

_____4. self-conscious.

i. When you are criticized, you:

_____1. hit back as soon as you can.

_____2. say that you don't care what others think.

_____3. evaluate what was said in terms of who said it.

_____4. forget it as soon as it is said.

More of . . . What Do You Do When?

j. When you are at home, your general attitude is:

_____1. I get along when I keep quiet and do what I'm told.

_____2. I always get my way because I know how to manipulate all my relatives.

_____3. I yell, get angry, and fight hard for what I want.

_____4. I give a little and take a little.

k. When a teacher tells you what to do:

_____1. I do what the teacher told me to do.

_____2. I curse under my breath and slowly do what I was told.

_____3. I tell that teacher what I think of him and the directions I was given in no uncertain terms.

_____4. I laugh at the teacher and walk away.

Directions: Obviously, how you express your feelings is important. Choose two of the situations from the previous exercise. Change them to a job situation, and explain in writing what you believe the best response would be in a job situation.

Source: A-J courtesy of Bureau of Educational and Vocational Guidance, New York City Public Schools.

Expressing Your Feelings - III

CHECK YOUR FEELINGS

The way you deal with your feelings and emotions when you are with others can reveal a great deal about you. Use the following exercise to find out more about how you communicate your feelings to others.

A. Directions: Check off the box that best describes how often you demonstrate the following characteristics.

	USUALLY	SOMETIMES	RARELY
eager			
angry			
self-reliant			
cooperative			
aggressive			
resistant			
self-controlled			
timid			
afraid			
sympathetic			
impatient			
pleasant			
uninterested			
sad			
careless			
hopeful			
unhappy			
tactful			
rejected			

SELF - RELIANT

More of Your Feelings

	USUALLY	SOMETIMES	RARELY
persistent			
discouraged			
helpless			
patient			

B. Directions: Since maturity always involves changes in personality and behavior, from the list in the previous exercise, identify two feelings or emotions which you would like to appear in a different column from the one you checked. Then write a paragraph explaining how and why you want to make these changes in the way you feel or act. Include how you imagine those feelings or emotions could affect you in job situations.

"My Feelings" by _____

C. Directions: Read your composition to the student next to you. Ask for a written, one or two sentence reaction.

Expressing Your Feelings - IV

How Would You Handle Yourself?

Consider the emotional weight of your words as you act out the following situations in a group and discuss the different ways each one might behave:

1. Someone comes to you on the street and tries to sell you a digital watch.

2. A person says something bad about your brother.

3. You hear someone moving in the living room, and you thought you were alone in the house.

4. A woman tells you not to sit on her car.

5. You are angry at a friend and feel like telling your friend off. Show how your conversation might be different in various locales (school, home, and work).

Expressing Your Feelings - V

From Faulty to Effective

A. WRITE IT OUT

Think of a situation which resulted in a misunderstanding because of faulty communication.

1. Write the conversation as you recall it.

A Faulty Communication:

2. Rewrite the conversation in a way which would have avoided the problem.

An Effective Communication:

B. ACT IT OUT

Choose a partner and act out both situations for the class.

Expressing Your Feelings - VI

"I" Messages

"Static" often interferes with good communication between the sender and the receiver. The feelings of each or both of the participants are often a part of that static. If you can talk about your feelings without upsetting others, you can reduce the static and think, act and listen more effectively. As a result, your personal life will run more smoothly, and you can get along better with others at school, on the job, at home, or anywhere. A good way to communicate with others about your feelings is to send out an "I" message. In this way you tell someone what you feel or need without telling that person what should be thought, felt, or done about it. This method allows the person to decide how to react and avoids communication problems.

Here's an example:

Your favorite jacket is on the back of a chair. Your supervisor, Mr. Delgado, who is smoking a cigarette, comes over and sits on the chair. He leans back and rests his hand, with the cigarette in it, on your jacket. You're afraid he'll crush the jacket and it will get wrinkled. Worse yet, he might get ashes on the jacket or burn a hole in it.

What would you say to make the person aware of your jacket and concerns?

"Watch out for my jacket, idiot!"
"Watch where you sit!"
"Move over!"
"Get that cigarette away from my jacket!"

Those are all possibilities. All are roadblocks to good communication. They may have the effect of getting your boss off your jacket, but your supervisor will probably feel a little uncomfortable or stupid about the incident. These messages should be used only as a last resort. Before that happens, you can try sending an "I" message that might go something like any one of these:

- "Mr. Delgado, I'm worried that my jacket might get crushed. Let me move it."
- "Mr. Delgado, my jacket's on the back of that chair. I'm afraid it might be burned if you hold your cigarette there."
- "Mr. Delgado, I'm afraid ashes from your cigarette might burn my favorite jacket. It's on the back of your chair."

These messages give Mr. Delgado the opportunity to decide for himself what he wants to do about this situation. Most people want to be liked and they don't mind helping others in little ways. Chances are Mr. Delgado will lean forward, move his hand with the cigarette, or move your jacket. He won't feel put down, silly, or dumb.

Create Some "I" Messages

A. What would you have said in the situation with Mr. Delgado?

B. Think of some "I" messages of your own as you imagine yourself in these situations:

Situation 1: You're on the street with your friend and he's making a lot of noise, shouting, dancing, and banging on the street signs. People are all looking at you and you're embarrassed. You would like to ask him to stop. What would you say?

Situation 2: You and your friend are eating together in the cafeteria, discussing personal problems. Another person comes over and your friend ignores you and starts talking to him. You're hurt and annoyed by this action. You want to get your friend's attention back. What would you say?

Situation 3: You share a room with your cousin, Ramon, who has a habit of dumping his clothes on your bunk. You've just come back to the room to see Ramon stretched out on his bed reading. You want him to know that you don't like what he has done. What would you say?

Situation 4: You have allowed the household chores, which are your responsibility, to pile up. At the same time, you need the carfare to go for an interview for a job. Your mother feels you shouldn't have the money until your chores are done. What would you say to convince your mother to give you the carfare and let you do your chores later?

_____

_____

_____

Situation 5: Mr. Wood, your mathematics teacher, always singles you out and makes fun of you in front of the class, causing your classmates to laugh at you. This makes you feel angry and embarrassed. You would like to ask Mr. Wood to stop it. However, you can be passed, failed, or suspended by him. What would you say to him?

_____

_____

_____

What if he answers, "You're too thin-skinned. Can't you take a joke?"

_____

_____

_____

Remember, "I" messages contain a description of another's behavior, its effects on you, and a statement of how you feel about it. An "I" message permits the listener to take responsibility for his/her own actions and does not blame that person for how you feel. "I" messages, if used correctly, also allow you to disagree with people in authority without getting into trouble, which is a necessary tool on any job.

VOCATIONAL

On - The - Job Communication

I. Listening

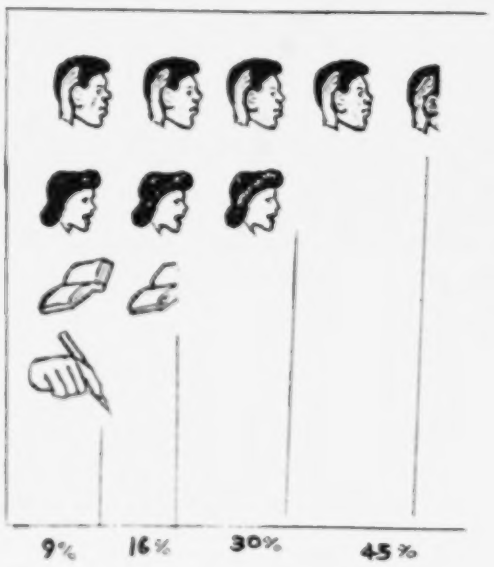
In the next three pages you will see how the communication know-how you have acquired will apply directly to the world of work.

> "Nature gave man two ears but only one tongue,
> which is a gentle reminder that you should listen
> twice as much as you speak."

The most important communication skill is listening. It is also the most difficult because effective listening requires effort. This faculty certainly occupies a great deal of our time at work or in our private lives.

Consider the chart

It has been estimated that the average employee spends almost half of his communication time listening.



How do you become a better listener? The problem is that listening involves being constantly alert in order to process messages and fully understand what the other person is saying. Often comprehension can be extremely difficult. Sometimes you have to process questions or statements which you know to be false. On other occasions, you try to block out information because it does not coincide with what we know or think we understand.

COMPREHENSION

On - The - Job Communication

II. Processing

Consider the following customer situation:

Listener: (over the phone) Good morning, Burns and Company, may we help you?

Customer: Can you connect me with the manager? I have a serious problem with the furnace I just purchased.

Listener: I'm sorry, the manager is not at her desk at the moment. Could you call later?

Customer: But I have a question now about the safety of this furnace and it's urgent. The furnace is smoking. I'm worried. I need some answers.

Listener: Why don't you shut it off until later? You can call back after lunch, around 1:30.

What's being blocked out of the communication process?

_____

_____

Why do people block out information?

_____

_____

What should the listener have done or said?

_____

_____

How important is this situation from the point of view of the employer?

_____

Role-play the situation with effective communication. Remember, understanding breaks through blocks.

PRODUCT

On - The - Job Training

III. Messages

Certainly the way you communicate with a friend is very different from the way you talk to a supervisor or co-worker. The appropriateness of words depends on the situation in which they are used.

Directions: Read each of the following messages. Have some students pretend that they are employers and others act as teenagers. What would the reactions be to the following messages:

1. "Bug off. I'm busy."
2. "I appreciate your patience. I'll be with you in a moment."
3. "If you don't like it, it's just too bad."
4. "Are you free this evening? There's a great movie playing."
5. "What in the world is this supposed to mean? I don't understand a word you're saying."
6. "I'm sorry for the delay, but I will take care of this for you as soon as possible."

NOTES: _____

_____

_____

_____

_____

_____

APPROPRIATENESS

Hidden Agenda: Reading Between The Lines

Even when you think you have crossed every bridge to effective communication, you must be prepared to come up against a barrier known as "hidden agenda." Because people may say one thing while their real motive is entirely different, you must seek the reason behind the statement, or the hidden agenda.

In the following situation, two of the four characters have a "hidden agenda." Have four volunteers act out the scene below for the class. Can you figure out the real reason for the behavior of the characters?

PLACE: Business Meeting in the Conference Room of World Magazine

CHARACTERS: Richard, President of World Magazine
Jacob the Vice-President
George, the Editor
Shirley, the Reporter

GEORGE: I'm very excited about the new issue. It concentrates on sports. I think our circulation will soar.

SHIRLEY: That sounds good. I'd like to be involved.

JACOB I don't think it's a good idea to concentrate on sports. Your last idea didn't go over too well with the Board. Why not try a different approach completely?

GEORGE: (moving closer to Shirley) I really think Shirley could do a great job. It might really get women interested in our magazine.

JACOB I really don't know if that's such a good idea. Some men may be turned off by a woman reporting on a man's subject. Besides, Mr. President, I think we would be just making another mistake.

RICHARD: I think that the effectiveness of the issue will depend on the kind of job the reporter does.

SHIRLEY: I have some fresh and exciting ideas. I think the whole article could be done from a woman's point of view.

GEORGE: Gee, that's a great idea. She's wonderful...just wonderful.

JACOB George, you're always too willing to take chances with World magazine, even though sales are shaky...

What You Read Between The Lines

What do you think were the motivations behind each person's communication?

1. Fill in the blanks.

   Richard, the President, wants _____.

   Jacob the Vice-President, wants _____.

   George, the Editor, wants _____.

   Shirley, the Reporter, wants _____.

2. Which agendas were hidden and which were obvious? Write your comments in the space below.

   _____

   _____

   _____

3. If you were a member of the Board of Directors who heard the conversation, and were able to understand the hidden agenda, how would you use this information?

   _____

   _____

   _____

4. If everyone knew what all the hidden agendas were, would the direction of the conversation have been any different? Describe below.

   _____

   _____

   _____

   _____

   _____

What Are You Hiding?

There have been times when you have acted a certain way because of hidden agenda in your own life. For example, you know that your mother is going to ask you to help with the laundry. You have no desire to do so, but you need extra money this week. You want to get on your mother's good side, so you cheerfully volunteer to do the laundry for the entire week. In this case, your hidden agenda is getting the money. Your mother has no idea of your motive. Your mother is surprised that you are so willing to cooperate. When she expresses her delight, you ask if she could help you out with some cash.

1. When have you acted with a hidden agenda? Describe one situation and your hidden agenda below.

_____

_____

_____

_____

_____

2. Using the real life situation in Exercise 1, write the conversation of the participants so that the hidden agena is clear.

_____

_____

_____

_____

_____

Tact is required to handle someone's hidden agenda so that you can make that person aware that you know the real motive without offending anyone. This is a very sophisticated communication technique and requires practice.

TACT

Personal Confrontation

Cheryl was a very talented young designer. Although she had not been out of school long, she had won several awards in fashion design and, as a result, was working for a well known fashion house. She was hired because of her outstanding talent despite her age and lack of experience. Cheryl was very pleased about the job and found it hard not to brag to her friends, who were struggling in jobs they did not like.

In the office, she did not pay much attention to any of her co-workers. Even after two months, she did not know their names and never said hello to them. If she could land this job with no experience, her belief was that she would certainly surpass her co-workers who had been there for years. Cheryl felt she was very special, and expected everyone to treat her that way.

Needless to say, her co-workers found this conceited attitude very annoying. Her work habits also expressed her lack of concern for them. One day, when her co-worker, George, was out for lunch, Cheryl decided she needed more space for her drawing supplies. Without asking him, she emptied one of his file cabinets and took over some of his table space.

When George returned and saw what Cheryl had done, he was furious. He...

If you were George, what would you say to Cheryl to get her to be a more effective co-worker?

_____

_____

_____

_____

If Cheryl continues in her attitudes and actions, what would you do to change her behavior?

_____

_____

_____

_____

CONFRONTATION

Group Agreement

Directions: Using the previous exercise, do the following:

Exercise 1: Making Group Decisions

1. Divide into groups
2. Choose observers who will watch the group process.
3. Read your solutions to the problems of Cheryl.
4. Talk over the merits of each of the solutions.
5. Let the group decide which is the best solution.

Exercise 2: Evaluating Your Participation in The Group

Each group has roles that people play, often unconsciously. Check the category which best describes your role in this group. Place the names of others in the appropriate blank if it matches the behavior of other group members.

Leader	_____
Follower	_____
Organizer	_____
Challenged the leader	_____
Most negative	_____
Most positive	_____
Most cooperative	_____
Most inactive	_____

Discuss the Following:

1. Check the way you saw yourself against the way the observers saw you. How do you account for any differences?

2. Was there any role that might have made you more comfortable?

Exercise 3: Acting Out a Role

This time one of the roles listed above will be assigned to you on a slip of paper. Do not tell anyone what you are to be. Use whatever acting ability you have to role-play your assigned behavior in the following situation:

> You are shipwrecked on a desert island, and only three persons can be saved by a passing helicopter.

Each person in the group must try to convince the others that he/she should be one of the three to be saved. Use one or more of the following reasons: 1) what you want to live for; 2) what you have to contribute to others in the world; 3) what you have yet to get out of life; 4) any other important facts or feelings that seem persuasive.

Acting Out a Role (Cont'd)

a. In the appropriate blank, place the name of the group member who best played that role:

Leader_____

Follower_____

Organizer_____

Challenged the leader_____

Most negative_____

Most positive_____

Most cooperative_____

Most inactive_____

Compare the assigned role with how the person appeared to the group.

b. Did you feel comfortable in the role given you? Which role would you have preferred? What observations can you make about the way you act within a group?

_____

_____

_____

_____

c. What insight have you gained about how a person thinks he/she behaves and how it is interpreted by the group?

_____

_____

_____

_____

_____

_____

_____

INTERPRETED

Checklist For the Art of Conversation

1. Listening is as important as speaking. Let others talk. Showing them that you are interested will make them think you're a great conversationalist.

2. Don't flatly contradict a speaker. Try, "I think there's another way to look at this" instead of, "You're all wrong."

3. Eye contact counts. For example, if a salesperson looks at his/her shoes while selling you a product, you are less likely to buy.

4. Be alert when talking to the boss or others in authority. If asked to do something, you may want to acknowledge your willingness by responding at intervals, "Yes," or "I'll get that done right away." Make mental notes while listening. Exactly what does the boss want done?

5. Put co-workers at ease. This can be done by showing others that you like talking with them. Give praise, such as, "That sounds like a good suggestion."

6. Handle complaints in two ways. First, if the complaint is about you, start by admitting to whatever part of the complaint may be valid. No one is perfect and learning from mistakes is the only way to grow. Secondly, if the complaint is not about you, repeat what the person has said in your own words to make sure that you understand and appreciate the problem, so that the condition can be remedied.

THINK OF A SITUATION WHICH ILLUSTRATES ONE OF THE ABOVE TIPS. DESCRIBE IT IN THE SPACE PROVIDED BELOW.

_____

_____

_____

_____

_____

_____

VALID

Your Personal Vocabulary List

The Word	The Definition	A Sentence Using the Words

Personal Contract

This contract verifies that I have completed the exercises in the Communications Package. I understand that working to develop effective communication skills is important, not only in my personal life, but also for success in the work world.

In evaluating my own communication skills, I hereby state that these are my present assets and liabilities in the area of communications.

Assets:	Liabilities
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

I also understand that I have the power to change my liabilities if I so choose. The liability I am most interested in changing is: _____. I will work on this handicap by doing the following:

_____

_____

_____

I take full responsibility for voicing my opinion in two-way and three-way communications. I will make every effort to be patient, courteous, and honest when I communicate with others.

_____ _____
Date Student's Signature

_____
Teacher's Signature

_____
Witness Signature

Communication: Summary Questions

Directions: On a separate sheet of paper, answer the following questions.

1. What is meant by "interpersonal communications"?

2. How can the development of effective interpersonal communications skills improve:

   a. your success in business?

   b. your friendships?

3. What are definitions of the following?

   a. body language

   b. one-way communication

   c. two-way communication

   d. three-way communication

   e. hidden agenda

4. What are five (5) ways that you can improve your phone-tone?

5. What factors create "static" in communications?

6. a. Why are people often afraid to admit that they do not understand what is being said?

   b. What problems can this create?

   c. What are the ways to estimate the effectiveness of your communications with others?

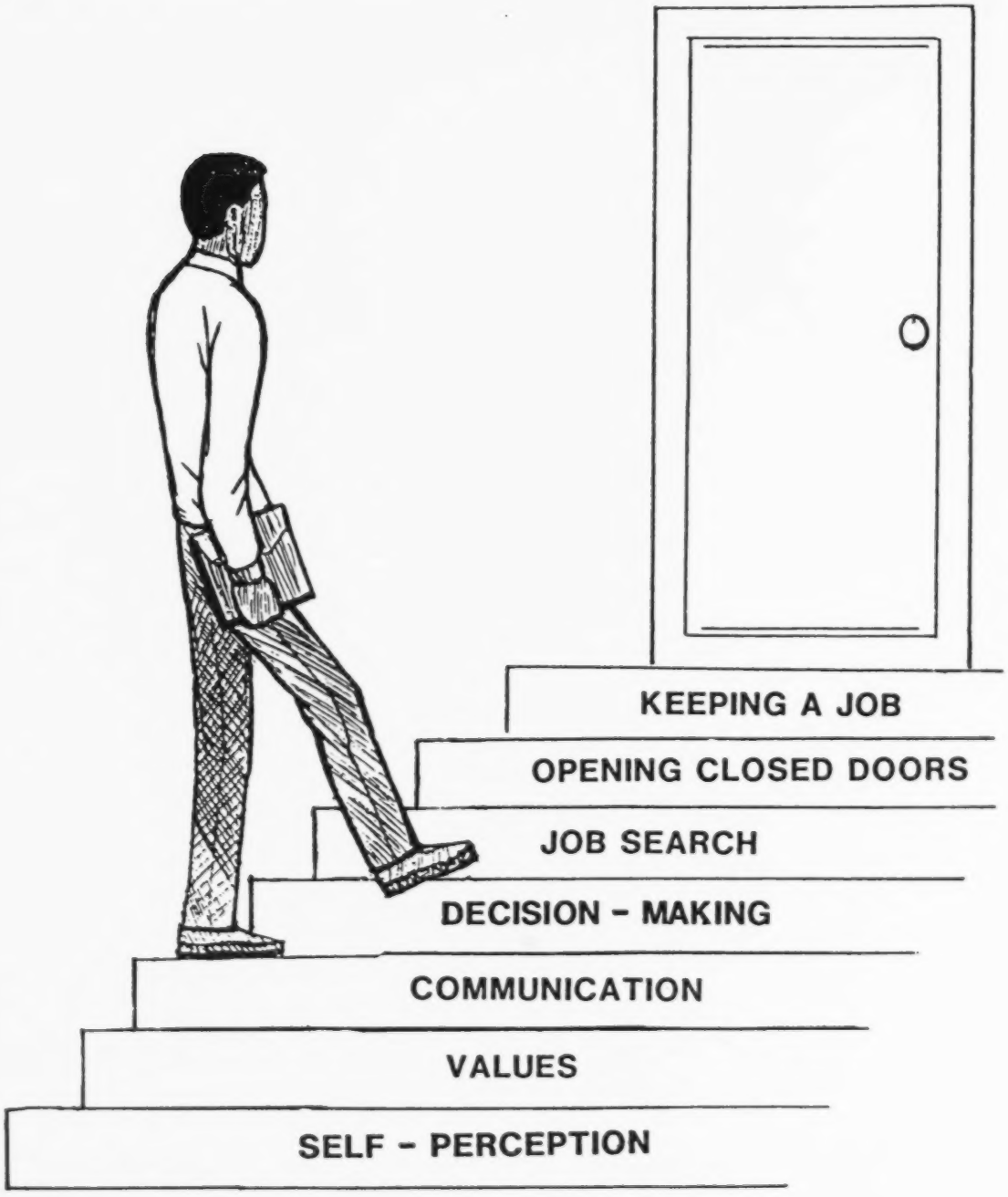
Notes

Notes

GETTING YOUR FOOT IN THE DOOR

LEARNING PACKAGE D

Decision - Making



INTRODUCTION: DECISION - MAKING

An ancient Eastern folk story tells of one man's dilemma. A man-eating tiger chased him to the very edge of a cliff overlooking a deep river filled with hungry alligators. He considered his alternatives and decided to jump. Fortunately, his clothes caught on a branch as he fell. He thought he had been saved. He knew, however, that his weight would soon break the branch. As he remained suspended, he noticed some strawberries and reached out to eat them.

Some interpreters of this story use this as an example to teach that a person must live for the moment. You cannot make decisions, however, only for the instant. Each of us ought to face the future with goals that satisfy our needs, interests, and abilities.

Each day you make hundreds of quick "feeling" decisions, such as, "I feel like wearing red today," or, "I feel like having pizza." The consequences of what you elect to do will most likely not be important even tomorrow, because most choices are rarely a life-or-death matter. Your ability to make decisions will play an important role in the years ahead. Do you choose to marry or to live alone? Where would you like to live? Should you ask for a raise?

It can be dangerous to resolve major decisions as casually as you make small ones. When you make important choices, you must be aware of the possibilities and alternatives. Since you must live with the consequences of your decisions, you need to use your thinking and reasoning abilities as effectively and efficiently as possible. This package will help give you the confidence to make one of the most important decisions of your life: your career choice.

The alligators or the tiger?
It is not always easy to make a decision.

Knowing Your Mind

If you wish to become the adult you want to be, have the style you prefer, and pursue the career of your choice, you must make up your mind to rely on your own judgment. That single attribute can be the biggest contributor to being a free and happy individual.

You start by making small choices that make you more and more sure of yourself. It's surprising how soon you are ready for those sweeping decisions about the future. That's when you have arrived at being an independent human being.

To know where you are now, analyze how your decision-making processes work in the following exercise:

> You have a chance of becoming a photographer's apprentice this summer, and are very excited about the opportunity. Your family wants you to help run the family business. Would you:
>
> a) Do whatever your family wants?
> b) Take advantage of this opportunity which is a dream come true?
> c) Put the decision off as long as possible?
> d) Or.....

On another sheet of paper, describe the logic that led to your choice.

ATTRIBUTE

Truth and Consequences

In being true to yourself, you should be prepared not only to receive the rewards of being right, but also to bear the consequences of your mistakes. Those are the chances you take when you assume the responsibility for your own life. The mature ones know this and accept the challenge. The others ....well, you can see right through their excuses. Or can you?

A. Responsibility

Directions: Read the situation described in the left column and decide whether or not the person acted responsibily. Check whichever column applies.

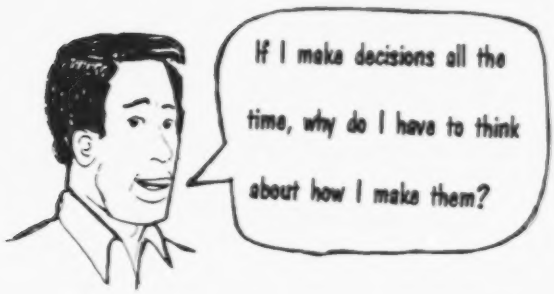
SITUATION	Showing Responsibility	Avoiding Responsibility
1. "I can't decide on what color I like. You pick it out."	1._____	1._____
2. "I don't have any more questions about how to do this job. I can do anything if I try."	2._____	2._____
3. "I'll see any movie you want to see, but I'd better like it."	3._____	3._____
4. "I want to pay for part of the cost for my clothes, since I'm working part-time."	4._____	4._____
5. "It's your fault that I'm not happy. Without you, I wouldn't smoke or drink."	5._____	5._____
6. "I don't like what my co-worker told me to do, but I'm not going to tell him that."	6._____	6._____

B. Avoidance

Take any one of the situations above in which there was an avoidance of responsibility and describe what you would say instead to assume responsibility.

Self - Realization

Part A - An Unfortunate Decision



Answer: A careful inspection of anyone's decisions would show that those that went wrong usually were made without adequate thought. Recall a decision you made that did not work out well.

1) Describe the situation that had to be resolved.

_____

_____

_____

2) What were the important facts you had to consider?

_____

_____

_____

3) Why was the decision a difficult one?

_____

_____

_____

More Unfortunate Decisions

4) What choices did you have?

_____

_____

_____

5) Why do you think the decision you made was a bad one?

_____

_____

_____

6) What could you have done that might have created a different outcome?

_____

_____

_____

7) What have you learned as a result of reconsidering this experience?

_____

_____

_____

Self - Realization

Part B - An Effective Decision

Think about a situation in which you acted as an effective decision-maker, accepting the responsibility of your actions and being satisfied with the outcome.

1) Describe the situation that led to the occasion.

2) What were the important facts you had to consider?

3) Why was the decision a difficult one?

4) What choices did you have?

5) How was the decision made? Did you ask anyone for advice?

6) Why do you think it was a good decision?

Self - Realization

C. A Rational Decision

From the two previous exercises, you should have learned that a good decision-maker uses various strategies for different situations. Sometimes a "gut" reaction or intuition is suitable. In these cases, a quick, on-the-spot choice must be made as in the tiger story. Usually, this is not used for resolving important questions. More often, some element of reasoning, intellect, or thinking is involved. Rational decision-making can be used by a person alone or in a group. This logical way is based on many well-though-out reasons.

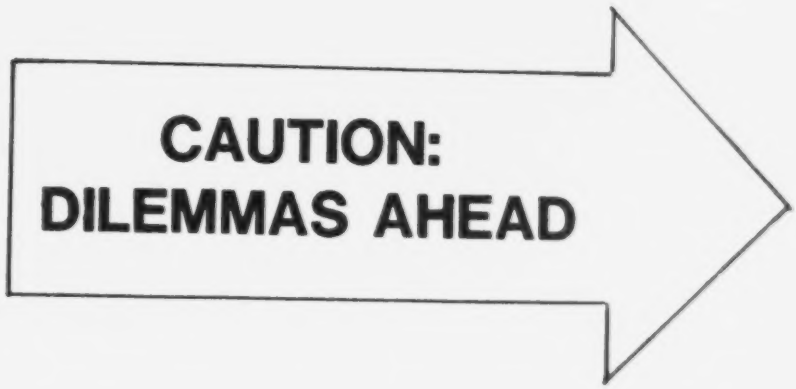
The process is as follows:

1) The person or group must know and understand the problem and the choices.

2) The person or group must gather as much useful information as possible.

3) The person or group must identify all the possible outcomes or results.

4) The person or group must interpret the facts correctly, and come to a decision.



What Would You Do If . . . ?

1. The Easy Way

How would you face situations in which you had to struggle, as in the following cases? Use the space to explain each decision.

a. You are going into senior year of high school. You need one more elective credit to graduate. The choices open to you are a difficult computer language course or an easy elective which would guarantee you a good grade. Engineering is a possible major in colleges, but you need a good grade point average to be admitted. Which course do you take?

b. Would you take a job that pays a lot of money now but with little chance of advancement, or a job that pays little money in the beginning but with a pretty good chance of earning more later? Explain your reasoning.

What Would You Do If . . . ?

2. Defiance

Mai Ling dropped out of high school in her last year, against her parents' decision. All of her teachers were very much surprised because she seemed to be doing well. Mai Ling wanted to be independent and support herself. She soon discovered that the only jobs she could find would pay only the minimum wage and sometimes less than that. She decided to get her G.E.D., and then go on to a technical school for word processing. Mai Ling chose that field because the beginning pay scale was higher for word processing.

She found the job too routine and expressed a need to her friends for something more creative. One of her friends was in advertising and began to offer her small jobs in writing copy. When this led to a job with the company, she decided that she loved the excitement and fulfillment of seeing her work in print. There was a difficulty, however, with her superiors. She was very outspoken about her work and did not seem to be able to take criticism well. Unfortunately, she was fired from her job when she decided to tell her immediate boss that she would not rewrite an advertisement. Her friends began to advise her again.

Sort out which of Mai Ling's decisions were good and which were poor choices. Rank the best decision #6 and the least desirable #1.

_____ A. Mai Ling decided to drop out of high school

_____ B. Mai Ling decided to earn her G.E.D.

_____ C. Mai Ling decided to go to technical school.

_____ D. Mai Ling decided to work as a word processor.

_____ E. Mai Ling decided to work for an advertising company.

_____ F. Mai Ling decided not to accept any criticism at work.

Answer the following questions on a separate sheet of paper:

1. Explain why you ranked Mai Ling's decisions as you did.

2. What did you learn from Mai Ling's actions?

3. Honesty

Since Sandra was elected as treasurer, she is the only person who knows how much money is in the office fund. The group has been saving coffee-break change for a Christmas party, which will be held in one week. Sandra assured them that there was enough money for food and a band. After she used up the money from her Holiday Club account to buy some of her Christmas gifts, she borrowed from the fund, to pay for more. Now Sandra realizes that she has used up almost one-half of the group's money. There is not enough to pay for the band.

Answer the following questions on a separate sheet of paper:

1. If Sandra decides to be honest with the group and tell what she really did with the money, what do you think the results will be?

2. If Sandra decides to be honest with the group and tell what she really did with the money, what do you think the results will be?

3. Are you able to think of any additional alternatives that can help Sandra resolve her dilemma?

4. Duty

A policeman discovers that his 17-year old son is using downers. Upon further questioning, the son reveals that he has been selling drugs to several of his classmates since last summer. The father has a dilemma. He loves his son and feels a need to protect him. He also realizes that he has a responsibility as a citizen and as a police officer to report this information to his supervisors. State law for first offenders is probation for "use" and a one-year mandatory sentence for dealers, even if they are minors.

Answer the following questions on a separate sheet of paper.

1. What should the father do? Why?

2. After coming to a decision, change the situation by removing the father's role as a policeman. Does this change your decision? Why or why not?

What Would You Do If . . . ?

5. Integrity

John and Joan Billingham have been married for twenty-two years and have remained in love with one another. John is the owner of a large industrial chemical firm that he founded and developed with years of hard and dedicated work. His company is the largest employer in the factory town of Bridgeton. As a result of the growth of his business, the town's population has increased threefold over the last fifteen years. John has provided his employees with good pay as well as excellent benefits. Joan has dedicated herself to community service, particularly in the area of environmental protection. Both Billinghams are greatly respected in the community.

The problem of air pollution has been increasing in Bridgeton over the last six or seven years. In the past year the area has been cited twice for going beyond the "air management limit" for pollution. This is causing a serious health threat to the community.

During the past year, John's business has suffered several severe financial setbacks. Reluctantly, John has had to order several personnel reductions. He is presently contemplating the laying off of an additional 100 men. If his company's financial picture does not change soon, there is the chance that the business may fold, thus causing financial disaster in Bridgeton.

Joan has recently been designated Director of Environmental Protection. She has headed an investigation to determine the major cause of the pollution problem in the Bridgeton area. To her amazement, she has discovered that John's company has been secretly, but with his knowledge, pouring dangerous pollutants into the air at night. As darkness arrives the chimneys are opened, thereby making detection very difficult. Joan's dilemma is: Should she make this knowledge public? If she does, she risks her husband's reputation as well as the threat of heavy fines, which are mandatory. These fines would hurt the shaky financial condition of the company. If she doesn't act, she is threatening her own reputation as well as deliberately acting against her sworn responsibilities as a public official. She is also contributing to the serious health threat the polluted air causes for the community.

Write your answers to the following questions on a separate sheet of paper.

1. What should she do? Why? Keep in mind that state law does not require a wife to testify against her husband in a court of law.
2. What values are at stake?
3. What decision would you make if you were Joan?

6. Breaking Rules

The security guard at the factory had just finished his lunch and was walking around the loading dock on Baltic Street. As he turned into the parking lot, he nearly tripped over the twisted body of a man who appeared to be in great pain. The guard turned the man slowly and saw that he was bleeding from a severe wound in his chest. Obviously the man needed medical attention quickly. The guard ran one block down Baltic Street to Community Hospital to seek help for the badly injured man. He raced into the emergency entrance and ran from room to room looking for help. At first he only found a mother with her child who had just fallen from a tree and broken an arm. As he went out of the treatment room, he met the nurse who was on duty in the emergency room. He quickly told her the story and urged her to follow him up the street to help the man. The nurse told him that the interns were all out on other calls and she could not leave the hospital. The guard insisted that the man would die without her help, and told her to follow him to the parking lot. As the guard turned to rush out the door and return to the injured person, the nurse pointed to a large sign on the wall of the emergency room:

HOSPITAL EMPLOYEES
MAY NOT LEAVE THE BUILDING
WHILE ON DUTY

The nurse turned and the guard was gone. She wanted to help, but she knew that the hospital rule was strictly enforced.

Write your answers to the following questions on a separate sheet of paper:

1. Should she have followed the guard to help the victim or stayed at her duty station in the emergency room?

2. Consider the possible consequences of her actions:

   What is the worst thing that could have happened if she had left the building?

   What is the worst thing that could have happened if she did <u>not</u> leave the building?

3. What would you have done if you were the nurse?

Group Decision - Making

Now that you have practiced individual decision-making, you are ready to explore the various techniques used by groups to make decisions. Study carefully the following variety of strategies.

1. Rely on a person who has the power to make decisions.
2. Postpone the decision and wait it out.
3. Ask each member what he or she thinks, and then select the most popular decision.
4. Allow an expert to make a decision for the group.
5. Get a basic agreement, called a consensus, among all members of that group.

A Group Situation

Directions: Divide into small groups. Your teacher will assign one of the methods to each group. Read the situation below and make a decision according to the method assigned. Afterwards, report on how effective your group was in coming to a decision.

Your school is going through a budget crisis. Some subjects must be eliminated and teaching services must be reduced. You are on a committee made up of students, administrators, and teachers who must decide which services will be cut in order to save money.

The choices are:

1. Cut the breakfast and lunch programs
2. Fire the Security Guards.
3. Remove Drama and Sports as After-School Activities.
4. Curtail Music and Art Programs.
5. Fire the two youngest teachers, both of whom are coaches.
6. Eliminate free bus passes for those living less than 2½ miles away from the school.

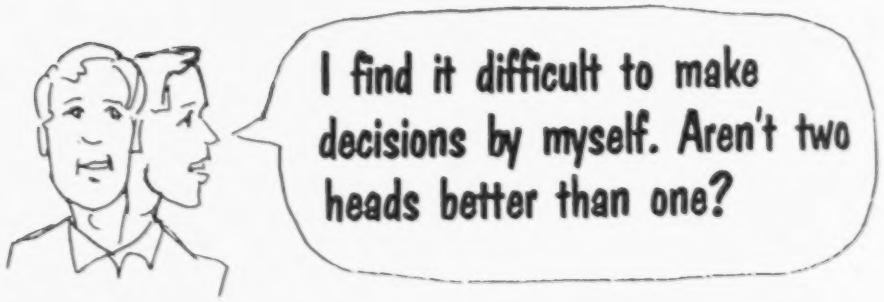
CONSENSUS

Keep In Mind . . .

Whether the decision is made by an individual or a group, there are three important aspects of decision making. Remember to:

1. understand all the alternatives (possibilities);
2. consider the results of the decision (look to the future);
3. take responsibility for your actions (accept the outcome).

A Question You May Have



Answer: This depends upon the decision at hand. As you may have experienced in your activity process exercises, coming to decisions when others are involved can be a problem in itself. People see things according to their own values, and may or may not accept others points of view.

If the outcome of a decision is very important, we tend to ask the advice of others.

Can you think of any decision in your life that may have included the advice of others? Was it easier or harder than making a decision on your own?

Describe what happened in the space below.

Are Two Heads Better Than One ?

Ken has decided that he wants to go to college. He is confued and does not know to which school to go. Mr. Bryant, Ken's father, says, "I never went to college and what is good for me is good for you." Ken has been interested in theater set design ever since he worked with a theater company during his summer vacation. He has even built sets for the senior play in his high school. Ken's mother thinks that her son has a point about furthering his education, but she does not want to go against her husband's decision. Mr. McCarthy is a senior guidance counselor in the high school. Ken goes to him, and they both explore the possible colleges that Ken might attend and the scholarships available to him. Ken's story has several possible outcomes, depending on which method of decision making he uses:

1. If Ken makes a decision by himself without his counselor...
2. If Ken asks the college advisor what college is the best, and leaves the decision to him...
3. If Ken accepts his father's point of view...
4. If all members meet and vote...
5. If a basic agreement is reached by his parents and the counselor...

Which method seems the best one to use in Ken's situation?

_____

_____

Let's find out if you are able to predict the future in this case.

1) What do you think might have happened if Ken had made a decision alone?

_____

_____

_____

2) What could have resulted if Ken had asked the college counselor to make a decision for him?

_____

_____

_____

3) What would be the consequences if Ken accepted his father's point of view?

4) What do you think of the idea of holding a popular vote as a means of making a decision in this case?

5) Explain how you think that listening to all points of view and trying to agree may change people's minds?

6) Who might be helpful to you in making your career decision?

- Which person might influence you the most?
- Can you think of people other than yourself who will live with the consequences of your career decision?

Avoid These Errors

You are beginning to see the differences between an effective decision and one that is not well thought out. Let us look at how mistakes are made. These are the most common errors found in decision making:

1) being unaware of the choices.

2) collecting useless information.

3) not thinking through the possible consequences of actions.

4) misinterpreting the facts.

A. Eric's Problem

Eric looked at the train schedule. He had an appointment to be at a college interview on Saturday, at 2:30 PM. His basketball team had a game at the same time, and his talent as a rebounder would be missed.

Directions: Now that you have read Eric's problem, use the list below of alternative actions which Eric may have taken. Place one number, of the above common errors, that best describes the outcomes listed below, on each line.

Outcome A - Error #_____

Eric attended the interview, missing the basketball game. At the interview, he learned that he could have rescheduled for a morning meeting.

Outcome B - Error #_____

Eric missed his meeting because he followed a weekday train schedule, instead of a weekend train schedule.

Outcome C - Error #_____

Eric decided to miss the interview. The information sent to him stated that anyone not attending the interview without notifying the school of the need for rescheduling would be dropped as a candidate for that college.

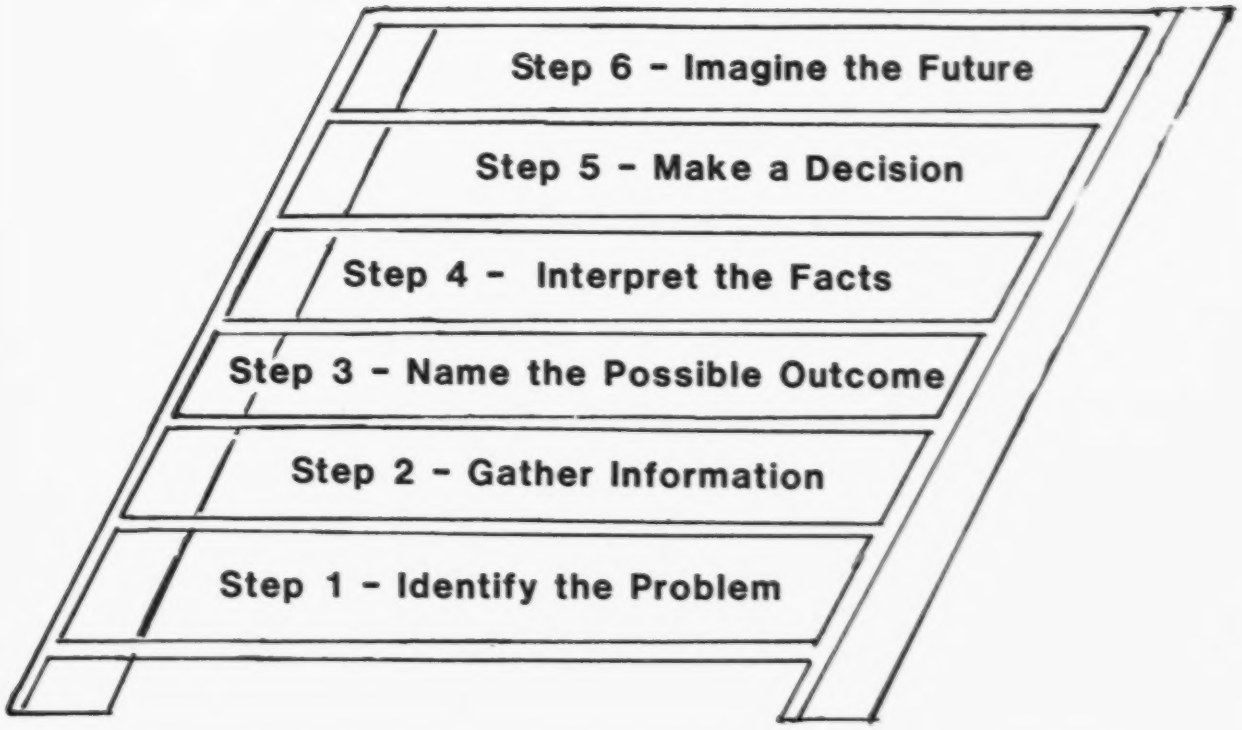
Outcome D - Error #_____

Eric was told by his basketball coach to attend the interview because of his good chance to obtain a basketball scholarship. Eric lost the opportunity for the scholarship by not showing up for the interview.

B. A Problem You Might Have

Directions: On a separate sheet of paper, write a paragraph on which of the above four errors you can imagine yourself committing and why.

How to Decide


Step 6 - Imagine the Future
Step 5 - Make a Decision
Step 4 - Interpret the Facts
Step 3 - Name the Possible Outcome
Step 2 - Gather Information
Step 1 - Identify the Problem

1. Take a piece of paper and fold it in half. Label one side, "Advantages" and the other, "Disadvantages." List all of the factors that you can think of under the appropriate column. Study your list carefully until your ideas are clarified and you are able to make a sound decision.

2. On another piece of paper, write the answers to the following questions:

   a. What is the worst thing that can possibly happen to me if I_____?

   b. What is the worst thing that can possibly happen to me if I do NOT_____?

   c. Can I live with the results of my action/inaction?

Memorize the six steps to making the best decisions!

Considerations

Before Choosing a Job

You are learning that a good decision is more than a good guess or hunch. The choice of a career is probably one of the most important decisions you will ever make, but one that goes on for many years. A wise person takes into account the following areas before making a final decision on a career.

1. GENERAL LIFE GOALS...

   What aspirations, special hopes and desires do you have? How can you match a career with your life values? What life style are you comfortable with?

2. SPECIAL TALENTS, APTITUDES, ABILITIES...

   How can you match a career choice with your special abilities: music, art, mechanics, athletics, drama, writing, mathematics, science, cooking, leadership, organizing, persuading, etc.

3. LEISURE TIME ACTIVITIES...

   How can you best combine your hobbies and your special interests so that a career can be both pleasurable and satisfying?

4. SCHOOL PREPARATION...

   What school subjects do you like the most? What are your strongest school subjects? How can your school preparation help you in planning a career?

5. PHYSICAL ABILITIES...

   What are your physical abilities?
   Do you have any physical limitations?
   How can you match a career with the special abilities that you may have?

6. WORK ENVIRONMENT...

   Do you want to work indoors or outdoors?
   Do you want to work in a rural or urban area?
   Do you want to travel or stay in one place?
   Do you want to work with others or alone?

7. SPECIFIC JOB DUTIES...

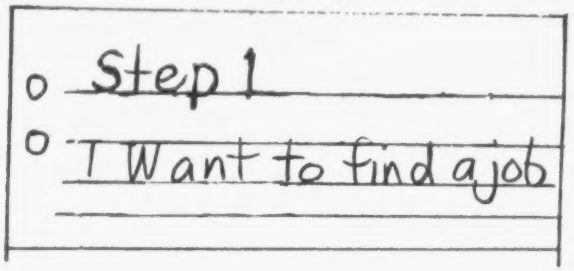
   Do you have accurate knowledge of the job duties and job characteristics of the the job titles you like best? What jobs will be available in the 1980's and 1990's according to United States Department of Labor Statistics? Do you have an idea of the opportunities that will exist in the future in the careers you are thinking about?

Your Job Decision

Now let's work on your job decision. Start with Step #1: Identify the problem.

Problem? Uh, I don't have any problem.

You may not have a problem, but you do have a task at hand. This is how you might want to fill out Step #1.



Identify the Problem

In Step #1 the goal has been stated in very general terms. In the paragraph below, finish the sentence, including the specifics of your particular situation.

I am unsure of which job to pursue because_____

_____

_____

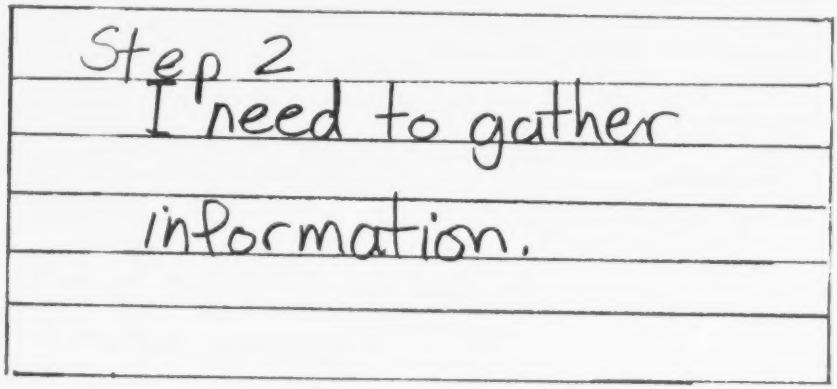
_____

_____

_____

Your Job Decision

Now that you have identified the problem, let's go to Step #2.



Directions: Let's start gathering your information by filling in the blanks.

My Career Decision Sheet

My Life Goals	My Talents	My Hobbies
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

School Subjects I Like	My Physical Abilities or Limits	Job Environment I Would Like
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Gathering More Information

Another way to gather information is to look at the facts in studies and surveys. These findings, which are the results of professional research, can help guide you to the career which best matches your abilities and interests. For example, the U.S. Bureau of Labor Statistics has listed jobs in categories and then shown the expected percentage of growth in those job areas for the coming decade.

WHERE JOBS WILL (AND WON'T) BE IN THE 80'S

Listed below are the job prospects in selected categories through the mid-1980's, based on unpublished data from the U.S. Bureau of Labor Statistics. **The percentage of growth in the number of jobs expected in the coming decade in each field is indicated in bold type next to the job titles.** *In cases where job opportunities will drop—such as for secondary-school teachers—the change is shown with a minus sign.*

PROFESSIONAL, TECHNICAL, AND KINDRED

ENGINEERS 22.9
- Aero-Astronautic 12.7
- Chemical 18.4
- Civil 21.8
- Electrical 21.1
- Industrial 25.8
- Mechanical 19.3
- Metallurgical 27.2
- Mining 44.3
- Petroleum 37.3
- Sales 18.7

LIFE AND PHYSICAL SCIENTISTS 25.8
- Agricultural 27.5
- Atmospheric, space 7.2
- Biological 34.9
- Chemists 20.5
- Geologists 42.5
- Marine 26.8
- Physicists and Astronomers 15.8

MATHEMATICS SPECIALISTS 25.9
- Actuaries 23.9
- Mathematicians 34.0
- Statisticians 23.0

SCIENCE TECHNICIANS 25.9
- Agricultural, Biological (except health) 8.5
- Chemical 12.7
- Drafters 28.2
- Electrical, Electronic 21.4
- Industrial Engineering 29.7
- Mathematical 48.0
- Mechanical Engineering 24.0
- Surveyors 38.9
- Engineering, Science 11.7

MEDICAL WORKERS 33.1
- Chiropractors 30.1
- Dentists 18.4
- Dietitians 13.6
- Optometrists 17.8
- Pharmacists 14.8
- Physicians, M.D. Osteopaths 36.6
- Podiatrists 12.7
- Registered Nurses 35.4
- Therapists 47.3
- Veterinarians 29.2
- Clinical Laboratory Technologists 42.8
- Dental Hygienists 118.9

TECHNICIANS (Except Health) 32.2
- Airplane Pilots 30.4
- Air-Traffic Controllers 32.9
- Flight Engineers 31.2
- Radio Operators 30.7

COMPUTER SPECIALISTS 27.3
- Computer Programmers 25.1
- Computer Systems Analysts 30.5
- Other Computer Specialists 30.4

SOCIAL SCIENTISTS 30.1
- Economists 26.9
- Political Scientists 22.7
- Psychologists 33.8
- Sociologists 28.2
- Urban and Regional Planners 41.1

TEACHERS 3.7
- Adult-Education Teachers 33.9
- College and University 3.0
- Elementary Schools 9.8
- Preschool, Kindergarten 25.0
- Secondary School – 11.3

ENTERTAINERS AND OTHER ARTISTS 15.6
- Actors 13.7
- Athletes and Kindred Workers 13.1
- Authors – 3.3
- Dancers 22.2
- Designers 20.4
- Editors and Reporters 23.8
- Musicians and Composers 17.8
- Painters and Sculptors 4.1
- Photographers 9.7
- Radio and Television Announcers 29.8

OTHER PROFESSIONAL, TECHNICAL 18.6
- Accountants 19.1
- Architects 52.2
- Archivists and Curators 6.4
- Clergy 5.4
- Religious, Except Clergy 11.0
- Foresters, Conservationists 14.5
- Judges 6.8
- Lawyers 18.9
- Librarians 11.2
- Operations, Systems Research 31.9
- Personnel, Labor Relations 31.9
- Research Workers – 22.3
- Recreation Workers 20.8
- Social Workers 29.7
- Vocation, Education Counselors 18.8

Jobs In the 80's

MANAGERS, OFFICIALS, AND PROPRIETORS

BUYERS, SALES, LOAN MANAGERS 35.2
- Bank, Financial Managers 41.2
- Credit Managers 13.2
- Buyers, Wholesale, Retail 39.8
- Purchasing Agents, Buyers 34.9
- Sales Manager, Retail Trade 31.7
- Other Sales Managers 32.9

ADMINISTRATORS, INSPECTORS 22.8
- Health Administrators 45.0
- Officials, Administrators, Public 20.8
- Postmasters, Mail Supervisors – 8.3
- College Administrators 15.9
- School Administrators 18.2

OTHER MANAGERS, OFFICIALS 17.8
- Funeral Directors 0.0
- Building Managers, Superintendents 36.7
- Office Managers 39.8

SALES WORKERS

- Advertising Agents 30.8
- Auctioneers 1.8
- Demonstrators 8.7
- Insurance Agents, Brokers 18.8
- Newspaper Carriers and Vendors – 19.4
- Real-Estate Agents, Brokers 27.5
- Stock and Bond Sales Agents 15.4

CLERICAL WORKERS

SECRETARIAL 33.3
- Secretaries, Legal 50.0
- Secretaries, Medical 80.3
- Secretaries, Other 37.3
- Stenographers – 22.0
- Typists 20.0

OFFICE-MACHINE OPERATORS – 0.1
- Bookkeeping, Billing Operator 27.5
- Calculating-Machine Operator 18.8
- Computer, Peripheral Equipment 18.0
- Keypunch Operators – 26.8

OTHER CLERICAL 28.9
- Bank Tellers 21.3
- Billing Clerks 47.5
- Bookkeepers 12.6
- Cashiers 30.5
- Collectors, Bill and Accounts 25.0
- Counter Clerks, Except Food 23.8
- File Clerks 19.0
- Library Attendants, Assistant 17.5
- Mail Carriers, Post Office 0.1
- Postal Clerks – 11.0
- Real-Estate Appraisers 28.7
- Receptionists 27.5
- Teachers' Aides 54.4
- Telegraph Messengers – 50.0
- Telegraph Operators – 29.3
- Telephone Operators 0.3

CRAFTS AND KINDRED WORKERS

CONSTRUCTION CRAFTS WORKERS 30.0
- Carpenters and Apprentices 24.5
- Brick and Stonemasons, Apprentices 18.1
- Bulldozer Operators 49.6
- Electricans and Apprentices 24.3
- Painters and Apprentices 21.3
- Paperhangers 50.0
- Plumbers, Pipefitters and Apprentices 38.0

METAL-CRAFTS WORKERS 18.3
- Machinists and Apprentices 16.8
- Sheetmetal Workers and Apprentices 24.9
- Tool and Diemakers, Apprentices 17.1

MECHANICS, REPAIRERS, INSTALLERS 19.9
- Air-Conditioning, Heating and Refrigeration Mechanics 60.2
- Aircraft Mechanics 25.5
- Auto-Body Repairers 15.0
- Auto Mechanics and Apprentices 16.0
- Heavy-Equipment Mechanic 13.5
- Household-Appliance Mechanics 19.5
- Radio, Television Repairers 31.6

PRINTING-TRADES WORKERS 3.9
- Bookbinders 6.3
- Compositors and Typesetters – 7.9
- Photoengravers, Lithographers 23.1
- Pressmen and Apprentices 11.5

OTHER CRAFTS, KINDRED WORKERS 11.5
- Bakers – 1.5
- Cabinetmakers 7.5
- Crane, Derrick, Hoist Operators 25.8
- Decorators, Window Dressers 23.
- Jewelers and Watchmakers 9.1
- Shoe Repairers – 4.0
- Tailors 4.2

OPERATIVES

OPERATIVES (Except Transport) 18.8
- Semiskilled Metalworking 20.6
- Grinding Machine – 1.5
- Lathe, Milling Machine 26.5
- Solderers – 24.9
- Welders and Flame Cutters 26.4

OTHER OPERATIVES 17.7
- Assemblers 33.3
- Dressmakers, Except Factory – 12.0
- Garage Workers, Station Attendants 4.9
- Meatcutters, Butchers 6.4

TRANSPORTATION OPERATIVES 11.4
- Bus Drivers – 5.7
- Delivery and Route Workers 11.9
- Parking Attendants 6.3
- Taxicab Drivers, Chauffeurs 0.0
- Truck Drivers 13.5

SERVICE WORKERS

CLEANING-SERVICE WORKERS 20.2
- Building-Interior Cleaners 28.6
- Lodging Cleaners 78.5

FOOD-SERVICE WORKERS 24.1
- Bartenders 18.8
- Cooks (except private) 26.6
- Dishwashers 16.7
- Food-Counter, Fountain Workers 35.2
- Waiters 19.5

HEALTH-SERVICE WORKERS 42.3
- Dental Assistants 47.8
- Health Aides (except nursing) 52.9
- Nurses Aides, Orderlies 35.0
- Practical Nurses 54.6

PERSONAL-SERVICE WORKERS 26.4
- Flight Attendants 79.3
- Baggage Porters and Bellhops – 8.2
- Barbers 1.6
- Bootblacks – 54.6
- Child-Care Workers 62.7
- Elevator Operators – 25.6
- Hairdressers, Cosmetologists 16.7
- Housekeepers (except private) 11.6

PROTECTIVE AND SERVICE 33.1
- Firefighters 23.8
- Guards 36.0
- Police and Detectives 37.6

FARM WORKERS

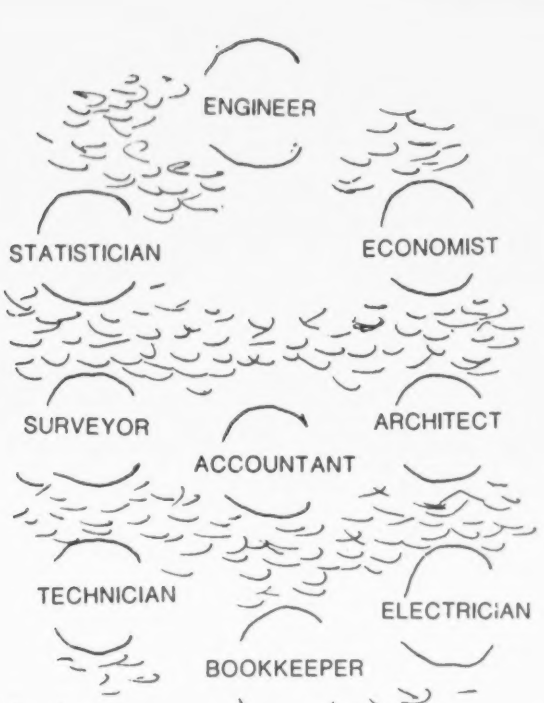
FARMERS AND FARM MANAGERS – 33.1
- Farmers (Owners and Tenants) – 34.6
- Farm Managers 56.0

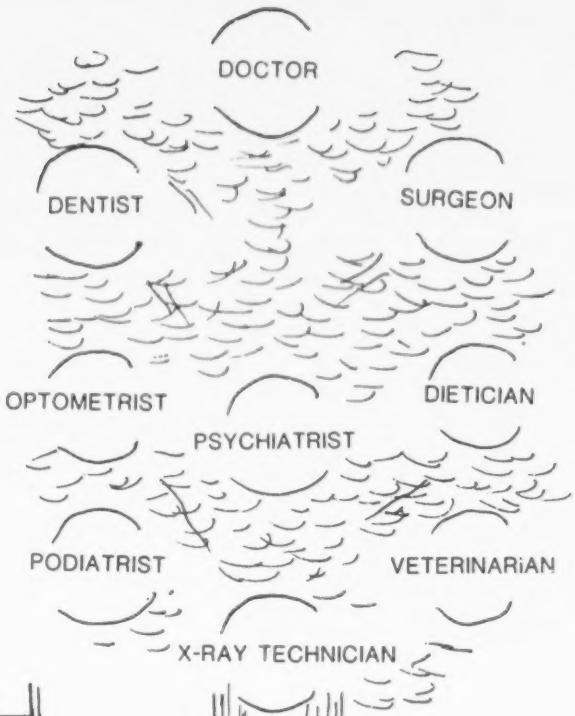
FARM LABORERS, SUPERVISORS – 35.2
- Farm Supervisors – 12.9
- Laborers, Wage Workers – 43.3
- Laborers, Unpaid Family – 15.3

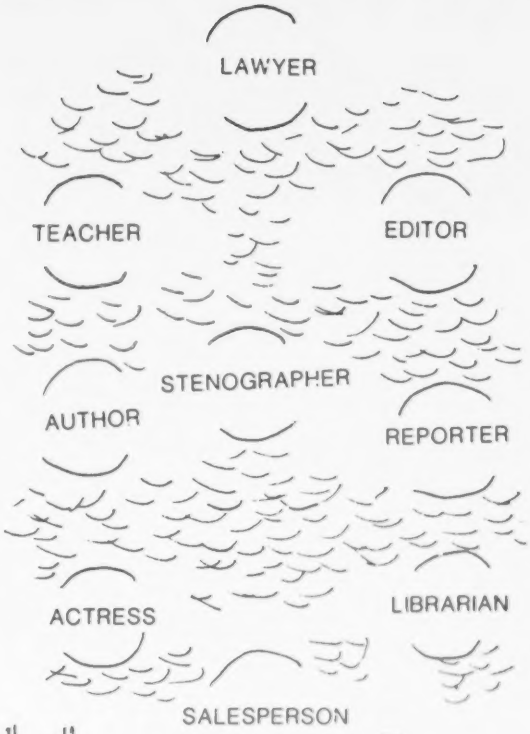
Source: The New York Times National Recruitment Survey, October 14, 1979 ©1979 by The New York Times Company. Reprinted by permission.

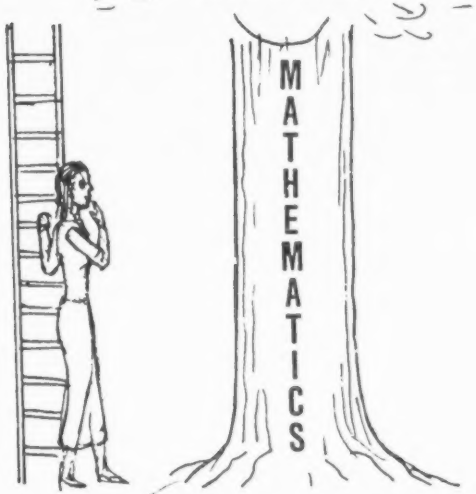
Acknowledgement: New York Times Supplement, "Why Go to College?", published by the Professional Staff Congress.

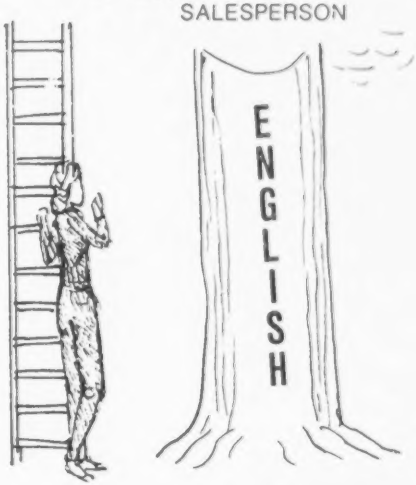
Schooling Leads to Careers





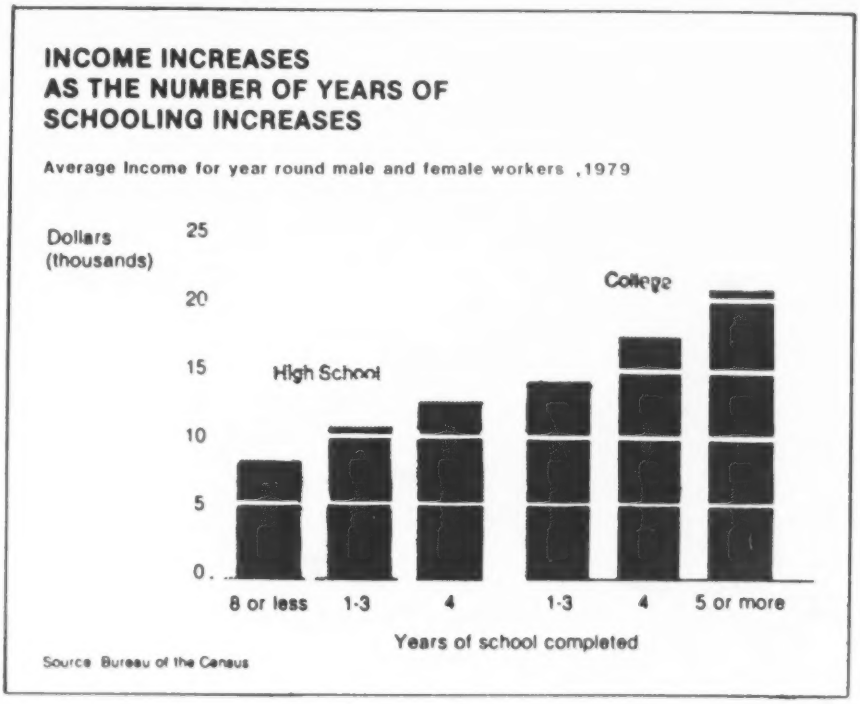






More Information

This graph deals with the income of workers compared to the schooling they have completed:



1) What is the amount of money a high school graduate can expect?

_____

2) How much money would a person with three years of high school earn?

_____

3) What is the difference in the income between a high school graduate and a college graduate?

_____

4) How much more earning power does a college graduate with five or more years of schooling have over a high school graduate?

_____

5) What general conclusions can you make from the chart?

Looking at the Facts

The latest comparison of the average annual incomes of college graduates with those of high school graduates shows a difference of 33.6 percent for men and 42.2 percent for women. In dollars, the yearly income differences are $5,191 and $3,762, respectively.

Using Your Own Words

Directions: Rephrase the above paragraph in the space below.

_____

_____

_____

_____

_____

_____

AVERAGE STARTING SALARIES - 1980 College Graduates

Accounting.....	$15,720
Business Administration...	14,100
Chemistry.....	17,124
Computer Science.....	17,712
Economics/Finance.....	14,472
Engineering.....	20,136
Liberal Arts	13,296
Mathematics/Statistics....	17,604
Sales/Marketing.....	15,936
Other Fields.....	17,544

1) What field has the highest average salary?_____

2) Which has the lowest?_____

3) How much is the difference between the highest and lowest salary?

_____

4) Why do you think these fields have been selected?

_____

_____

Blue Collar Vs. White Collar

In the 1980's, the need for workers who have some type of training after high school (post secondary training) will increase. White-collar occupations will expand at a much faster pace than blue-collar occupations. These include professional and technical workers, such as computer programmers, medical workers, and accountants. They also include managers and administrators in retailing businesses as well as workers in sales and clinical workers, secretaries, and receptionists.

By 1985, in New York City, high skilled jobs in the white-collar group will be greater than the blue-collar sector by three to one, a total of 585,000 jobs.

In the spaces below, list six job categories which are blue-collar:

Blue-Collar

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Look at the various fields on pages 65 and 66.

Choose three fields in which you might be interested. Give one reason why you selected each field as a possibility.

1) _____

_____

_____

2) _____

_____

_____

3) _____

_____

_____

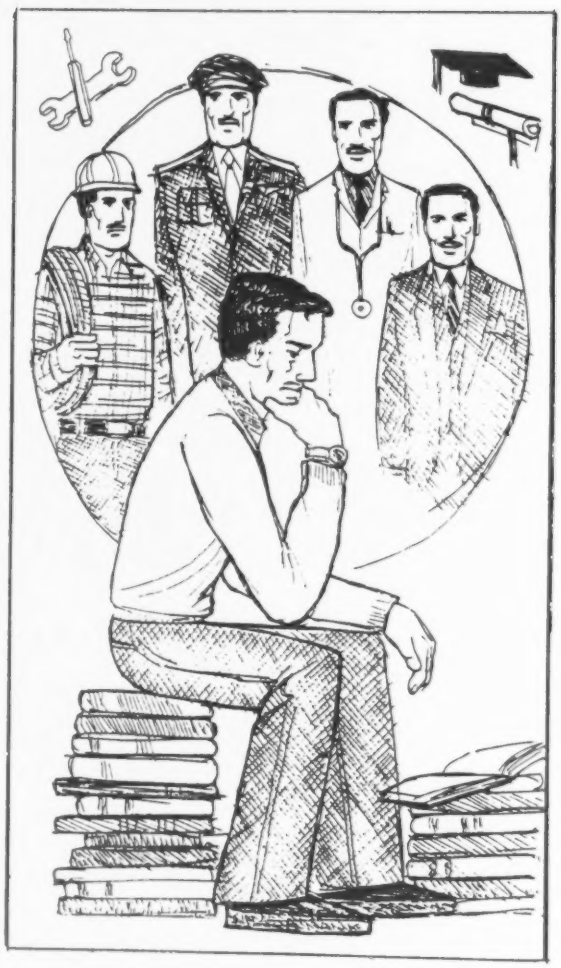
What Will I Be?

Refer to "Where Jobs Will and Won't Be in the 80's" on pages 65 and 66.

Examine the outlooks for each of the three job choices you made on page 70. Considering all the factors, which job appeals to you the most? If possible, use "The Occupational Outlook Handbook" in the library to help you make a decision.

On a separate sheet of paper, describe and compare the jobs of your choice.

What are the advantages and disadvantages?

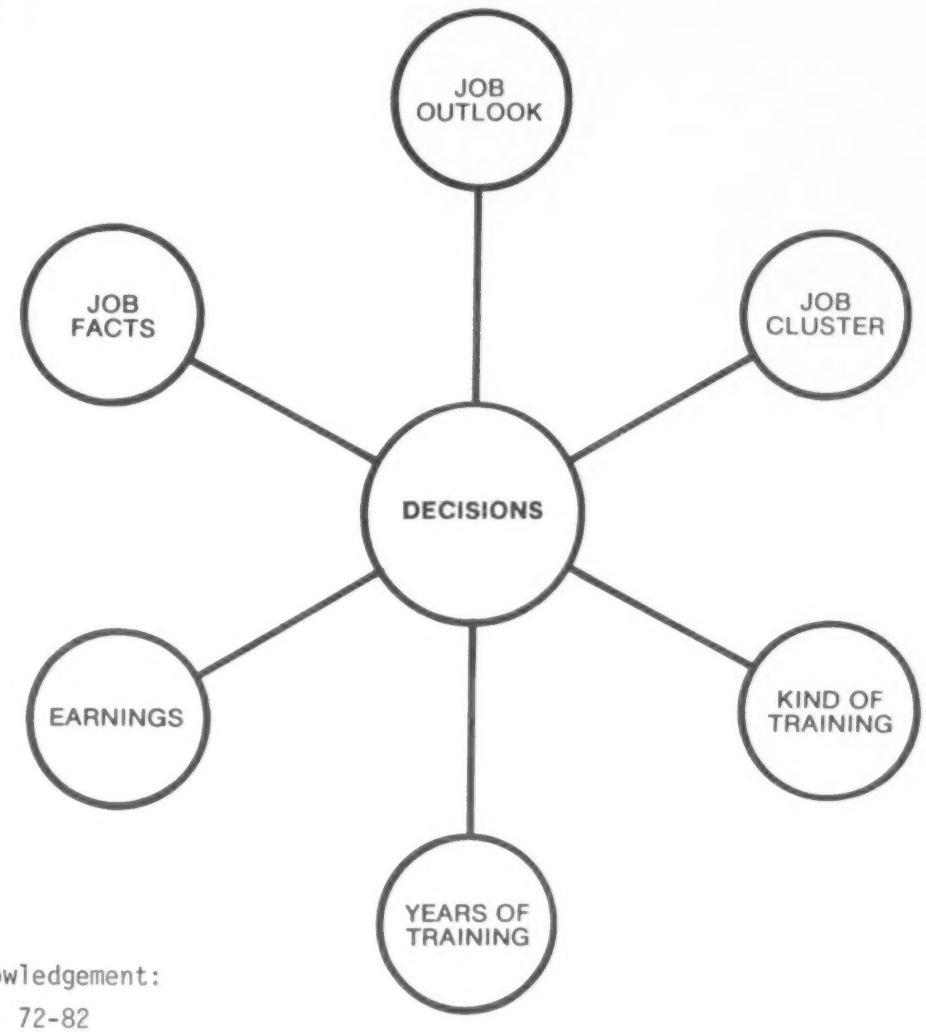


Getting it Together

To help you organize all of the information you gathered and need to look at, the next exercise will be "Job-O."

	Step 3
	Look at possible outcome

Doing Job-O will help you to explore job choices by taking all the previously discussed information into consideration.



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Job - O

Directions: For each of the nine statements below, decide which answer best applies to you, and circle it.

1) I want to complete:

1. high school
2. an apprenticeship or special training program
3. a 2-year college program
4. 5 or more years of college

2) I want to do activities which I really enjoy and which make me happy. These activities fall in the following areas (NOTE: If you feel equally strong about two areas, check both):

ARTISTIC/LITERARY (including the arts, television, radio, news, drafting, law, writing, library work).

BUSINESS/CLERICAL/SALES (data processing, accounting, typing, office work, selling, management, etc.)

SOCIAL/PERSONAL SERVICE (social work, teaching, nursing, police, recreation, cosmetology, food service, etc.)

AGRICULTURE/CONSERVATION (wildlife, farm-machinery, ecology, etc.)

MECHANICAL (construction, repaving, operating equipment, transportation, assembling, etc.)

SCIENTIFIC (medicine, engineering, mathematics, electronics, science, etc.)

3) I would like a job in which I work with people:

1. usually
2. often
3. sometimes
4. occasionally
5. rarely
6. never

4) I tell other people what to do:

1. usually
2. often
3. sometimes
4. occasionally
5. rarely
6. never

5) I would be close and friendly with people:

1. usually
2. often
3. sometimes
4. occasionally
5. rarely
6. never

6) I would be physically active:

1. usually
2. often
3. sometimes
4. occasionally
5. rarely
6. never

7) I work with my hands:

1. usually
2. often
3. sometimes
4. occasionally
5. rarely
6. never

8. I work with facts, figures and information and apply them to my job:

1. usually
2. often
3. sometimes
4. occasionally
5. rarely
6. never

9) I could be creative and work with ideas:

1. usually
2. often
3. sometimes
4. occasionally
5. rarely
6. never

Continuing the Job Title Search

Step 4

Interpreting the Information

You have completed section I of Job-O. In Section II you will find lists of job titles. To the right of each job title are numbers which correspond to answers that best match requirements for each job. To find out how many matches you have with each job title, do the following:

Section I. Draw an "Answer Index" on a piece of paper that is like the one at the bottom of this page.

1) TURN BACK...to Job-O on the previous page. Copy your answer numbers to each of the nine questions in the corresponding box of the Answer Index on the bottom of the page.

2) USE...the Answer Index you made and place under each Job Title in Section II. Start with Accountant on page 75 and line up your nine boxes with the nine columns of numbers.

3) LOOK...from left to right and compare your answers with the numbers after each JOB TITLE. When a number in one of your boxes is the same as a number directly above, that is a MATCH. If there are two numbers above, and if you match either one, that is a MATCH.

4) COUNT...the number of MATCHES that you have with each JOB TITLE.

5) WRITE...the number of matches that you have with each JOB TITLE in Column E (the last column) of the "Job Title Research" Section III, pp. 78-80.

The Answer Index

1	2	3	4	5	6	7	8	9

JOB TITLE	1	2	3	4	5	6	7	8	9
Accountant	4	2	3-4	2-3	3-4	5-6	5-6	1-2	2-3
Advertising Worker	3-4	2	1-2	2-3	2-3	3-4	3-4	2-3	1-2
Airplane Mechanic	2	5	4-5	5-6	5-6	1-2	1-2	2-3	3-4
Air Traffic Controller	2-3	6	3-4	1-2	4-5	5-6	5-6	1-2	3-4
Appliance Repairer	1	5	5-6	5-6	5-6	2-3	1-2	2-3	2-3
Architect	5	1,6	2-3	1-2	3-4	3-4	1-2	1-2	1-2
Assembler	1	5	3-4	5-6	3-4	3-4	1-2	5-6	5-6
Auto Body Repairer	2	5	5-6	5-6	5-6	1-2	1-2	4-5	3-4
Auto Mechanic	2	5	5-6	5-6	5-6	2-3	1-2	2-3	3-4
Auto Parts Worker	1	5	3-4	3-4	3-4	2-3	3-4	1-2	2-3
Auto Salesworker	1	2	1-2	1-2	1-2	4-5	5-6	2-3	3-4
Bank Clerk/Teller	1	2	3-4	4-5	3-4	3-4	4-5	1-2	4-5
Bank Officer	4	2	1-2	1-2	1-2	3-4	4-5	1-2	1-2
Barber	2	3	2-3	5-6	2-3	2-3	1-2	4-5	4-5
Bookkeeper	2-3	2	3-4	5-6	3-4	5-6	5-6	1-2	5-6
Broadcast Technician	2-3	5	5-6	5-6	5-6	3-4	1-2	1-2	2-3
Building Custodian	1	3	3-4	5-6	3-4	2-3	3-4	4-5	4-5
Business Machine Repairer	1	5	5-6	5-6	2-3	1-2	1-2	2-3	2-3
Carpenter	2	5	3-4	4-5	3-4	1-2	1-2	3-4	3-4
Cashier	1	2	3-4	5-6	3-4	3-4	3-4	3-4	5-6
Clergy	5	3	1-2	1-2	1-2	3-4	5-6	2-3	2-3
College/University Teacher	5	3	1-2	1-2	3-4	5-6	5-6	1-2	1-2
Commercial Artist	3-4	1	3-4	3-4	3-4	4-5	1-2	3-4	1-2
Computer Operator	2-3	2	5-6	5-6	5-6	5-6	3-4	1-2	4-5
Cook/Chef	1-2	3	3-4	3-4	3-4	2-3	2-3	3-4	3-4
Cosmetologist	2-3	3	2-3	3-4	1-2	2-3	1-2	5-6	1-2
Counselor	4-5	3	1-2	3-4	1-2	5-6	5-6	1-2	1-2
Dental Assistant	2-3	3	3-4	5-6	3-4	3-4	3-4	4-5	5-6
Dental Hygienist	3-4	6	2-3	3-4	3-4	3-4	1-2	2-3	3-4
Dental Lab Technician	2-3	5	5-6	5-6	5-6	3-4	1-2	3-4	3-4
Dentist	5	6	1-2	1-2	1-2	2-3	1-2	1-2	1-2
Dietitian	4	6	3-4	1-2	3-4	3-4	4-5	1-2	2-3
Drafter	2-3	1	5-6	5-6	5-6	5-6	1-2	2-3	3-4
Electrician	2	5	4-5	4-5	4-5	1-2	1-2	2-3	4-5
Elementary Teacher	5	3	1-2	1-2	1-2	4-5	3-4	1-2	1-2
Engineer	4-5	6	3-4	1-2	3-4	3-4	3-4	1-2	1-2
Engineering Technician	2-3	5-6	3-4	3-4	3-4	2-3	2-3	2-3	3-4
Environmental Scientist	4-5	4,6	3-4	3-4	3-4	3-4	3-4	1-2	1-2
Farm/Ranch Worker	3-4	4	3-4	2-3	3-4	1-2	2-3	2-3	3-4
Firefighter	1	3	3-4	3-4	3-4	1-2	3-4	3-4	5-6

Job - O

JOB TITLE	1	2	3	4	5	6	7	8	9
Flight Attendant	2-3	3	1-2	2-3	2-3	2-3	5-6	3-4	3-4
Forester	4	4	3-4	3-4	3-4	1-2	4-5	1-2	3-4
Forestry Technician	2-3	4	3-4	5-6	3-4	1-2	4-5	3-4	5-6
Health/Regulatory Inspector	4	6	3-4	3-4	3-4	3-4	3-4	2-3	2-3
Health Services Administrator	5	2	1-2	1-2	2-3	4-5	5-6	1-2	1-2
Heating/Air/Refrig. Mechanic	2-3	5	4-5	4-5	4-5	1-2	1-2	2-3	3-4
Home Economist	4	3	1-2	2-3	2-3	3-4	3-4	1-2	1-2
Hotel Clerk	1	3	3-4	5-6	3-4	5-6	5-6	3-4	5-6
Hotel Manager	3-4	2	2-3	1-2	2-3	4-5	5-6	1-2	2-3
Industrial Machinery Repairer	1-2	5	5-6	5-6	5-6	1-2	1-2	2-3	2-3
Instrument Repairer	1-2	5	4-5	5-6	3-4	3-4	1-2	3-4	3-4
Insurance Agent	3-4	2	1-2	1-2	1-2	5-6	5-6	2-3	3-4
Interior Designer	3-4	1	3-4	1-2	3-4	3-4	3-4	1-2	1-2
Ironworker	2	5	5-6	5-6	5-6	1-2	1-2	4-5	3-4
Lawyer	5	1	1-2	1-2	3-4	5-6	5-6	1-2	1-2
Librarian	5	1	1-2	3-4	3-4	4-5	5-6	1-2	1-2
Library Technician	1,3	1	2-3	3-4	3-4	3-4	3-4	2-3	3-4
Life Scientist	4-5	6	3-4	2-3	3-4	3-4	2-3	1-2	1-2
Lithographic Worker	2	1	5-6	5-6	5-6	2-3	1-2	2-3	2-3
Lumber Worker	1	4	5-6	5-6	5-6	1-2	1-2	5-6	5-6
Machinist	2	5	5-6	5-6	5-6	2-3	1-2	2-3	2-3
Mail Carrier	1	3	3-4	5-6	3-4	1-2	5-6	3-4	5-6
Manufacturer's Salesworker	2-4	2	2-3	3-4	2-3	3-4	5-6	2-3	2-3
Marketing Research Worker	4-5	2	1-2	1-2	3-4	3-4	4-5	1-2	1-2
Mathematician/Statistician	4-5	6	5-6	3-4	5-6	5-6	5-6	1-2	1-2
Meatcutter	2	5	3-4	5-6	4-5	1-2	1-2	4-5	5-6
Medical Technician (EMG)	2-3	2	2-3	4-5	3-4	3-4	3-4	4-5	4-5
Medical Lab Worker	2-3	6	3-4	5-6	3-4	3-4	1-2	1-2	3-4
Newspaper Reporter	3-4	1	1-2	3-4	3-4	3-4	5-6	1-2	1-2
Nurse, Licensed Practical	2-3	3	1-2	3-4	1-2	2-3	3-4	3-4	3-4
Nurse, RN	3-4	3,6	1-2	2-3	1-2	2-3	3-4	1-2	1-2
Nursing Aide/Attendant	1	3	3-4	5-6	3-4	1-2	4-5	5-6	5-6
Occupational Therapist	4-5	3	1-2	1-2	1-2	3-4	1-2	1-2	1-2
Office Machine Operator	1-2	2	3-4	5-6	4-5	4-5	2-3	2-3	4-5
Operating Engineer	2	5	5-6	5-6	5-6	1-2	3-4	5-6	5-6
Optometrist	5	6	1-2	1-2	3-4	3-4	1-2	1-2	1-2
Painter	2	5	4-5	5-6	5-6	1-2	1-2	4-5	3-4
Performing Artist	2,4	1	1-2	2-3	2-3	2-3	2-3	2-3	1-2
Personnel/Labor Rel. Worker	4	3	1-2	1-2	1-2	4-5	5-6	1-2	3-4
Pharmacist	5	6	3-4	3-4	3-4	3-4	2-3	1-2	1-2

Job - O

JOB TITLE	1	2	3	4	5	6	7	8	9
Photographer	2-3	1	3-4	3-4	3-4	3-4	1-2	3-4	1-2
Physical Scientist	4-5	6	4-5	2-3	4-5	4-5	4-5	1-2	1-2
Physical Therapist	4-5	3	1-2	1-2	1-2	2-3	1-2	1-2	2-3
Physician	5	6	1-2	1-2	1-2	2-3	1-2	1-2	1-2
Pilot (Airplane)	3-4	5-6	3-4	1-2	3-4	3-4	3-4	1-2	3-4
Plumber/Pipefitter	2	5	4-5	4-5	4-5	1-2	1-2	3-4	3-4
Police Officer	1,3	3	1-2	1-2	1-2	1-2	5-6	2-3	4-5
Postal Clerk	1	2	3-4	5-6	3-4	3-4	3-4	3-4	5-6
Probation/Parole Officer	4	3	1-2	1-2	1-2	5-6	5-6	1-2	3-4
Programmer	3-4	2,6	5-6	3-4	4-5	5-6	5-6	1-2	1-2
Psychologist	5	3,6	1-2	1-2	1-2	5-6	5-6	1-2	1-2
Public Relations Worker	4	2	1-2	1-2	1-2	5-6	5-6	1-2	1-2
Purchasing Agent	3-4	2	2-3	2-3	3-4	5-6	5-6	1-2	3-4
Radiologic Technician	2-3	6	4-5	3-4	4-5	3-4	3-4	1-2	4-5
Real Estate Salesworker	2-3	2	1-2	1-2	1-2	3-4	5-6	1-2	3-4
Receptionist	1	3	2-3	3-4	2-3	4-5	4-5	3-4	4-5
Recreation Worker	3-4	3	1-2	1-2	1-2	1-2	3-4	2-3	2-3
Respiratory Therapy Worker	2-3	6	3-4	5-6	3-4	3-4	5-6	3-4	4-5
Retail Salesworker	1	2	3-4	5-6	3-4	3-4	5-6	3-4	5-6
Secondary Teacher	5	3	1-2	1-2	1-2	4-5	5-6	1-2	1-2
Secretary/Stenographer	2-3	2	2-3	3-4	2-3	5-6	3-4	2-3	3-4
Securities Salesworker	4	2	1-2	1-2	1-2	5-6	5-6	1-2	1-2
Service Station Attendant	1	5	3-4	5-6	3-4	2-3	3-4	5-6	5-6
Shipping/Receiving Clerk	1	2	4-5	5-6	4-5	1-2	3-4	3-4	4-5
Social Scientist	5	3,6	3,6	3-4	1-2	4-5	5-6	1-2	1-2
Social Worker	4-5	3	1-2	1-2	1-2	3-4	5-6	1-2	1-2
Speech Pathologist	5	3	3-4	3-4	2-3	4-5	4-5	3-4	2-3
Surveyor	1,3	4,6	3-4	3-4	3-4	2-3	2-3	1-2	3-4
Systems Analyst	4	6	3-4	1-2	3-4	5-6	5-6	1-2	1-2
Technical Writer	4	1,6	3-4	3-4	3-4	5-6	5-6	1-2	1-2
Telephone Crafts Worker	1	5	5-6	5-6	5-6	1-2	1-2	3-4	4-5
Telephone Operator	1	2	5-6	5-6	5-6	1-2	1-2	3-4	4-5
Truck/Bus Driver	1	5	5-6	5-6	5-6	2-3	3-4	3-4	5-6
TV/Radio Service Technician	1-2	5	3-4	4-5	4-5	3-4	1-2	1-2	2-3
Typist	1	2	4-5	5-6	5-6	5-6	2-3	4-5	5-6
Urban Planner	5	3	1-2	1-2	3-4	3-4	5-6	1-2	1-2
Veterinarian	5	4,6	3-4	1-2	3-4	2-3	1-2	1-2	1-2
Waiter/Waitress	1	3	1-2	3-4	3-4	1-2	3-4	3-4	5-6
Welder	2-3	5	5-6	5-6	5-6	1-2	1-2	3-4	3-4
Wholesale Salesworker	1,3	2	3-4	3-4	3-4	4-5	5-6	2-3	4-5

Job Titles Research

SEE EXPLANATIONS OF COLUMNS AT BOTTOM OF PAGE

JOB TITLE	NUMBER OF PEOPLE EMPLOYED	YEARLY NUMBER OF JOB OPENINGS	YEARLY PAY LOW	YEARLY PAY HIGH	A* JOB OUTLOOK	B** KIND OF TRAINING	C YEARS OF TRAINING	D*** JOB CLUSTER	E NUMBER OF MATCHES
ACCOUNTANT	865,000	51,500	11,500	37,000	XX	College	4 or 5	Office	
ADVERTISING WORKER	180,000	8,000	8,000	28,000	XXX	College	2 to 4	Office	
AIRPLANE MECHANIC	110,000	5,200	12,000	23,000	XXX	AP-CO-SS	2	Transportation	
AIR TRAFFIC CONTROLLER	21,000	1,100	11,500	24,000	XXX	OJ-SS-CO	3 to 4	Transportation	
APPLIANCE REPAIRER	144,000	7,000	9,000	15,000	XX	OJ	1 to 3	Mechanic/Repair	
ARCHITECT	49,000	3,100	15,000	35,000	XX	College	5	Art/Design	
ASSEMBLER	1,100,000	70,000	7,200	14,500	XXX	OJ	None	Industrial	
AUTO BODY REPAIRER	174,000	6,000	12,000	18,000	XX	AP-OJ	3 or 4	Mechanic/Repair	
AUTO MECHANIC	790,000	32,000	12,000	18,000	XX	AP-OJ	3 or 4	Mechanic/Repair	
AUTO PARTS WORKER	75,000	4,200	8,500	15,000	XX	OJ	None	Sales	
AUTO SALESWORKER	130,000	9,000	11,400	18,000	XX	OJ	None	Sales	
BANK CLERK/TELLER	766,000	57,000	8,000	12,000	XXX	OJ	None	Office	
BANK OFFICER	319,000	28,000	12,000	35,000	XXX	College	4	Office	
BARBER	124,000	8,100	9,600	16,000	X	AP-SS	1	Service	
BOOKKEEPER	1,700,000	95,000	7,500	14,000	XX	CO-OJ-SS	2	Office	
BROADCAST TECHNICIAN	22,500	1,350	10,000	23,400	XX	CO-SS	2	Scientific/Technical	
BUILDING CUSTODIAN	2,100,000	160,000	7,500	12,000	XXX	OJ	None	Service	
BUSINESS MACHINE REPAIRER	58,000	3,400	8,500	16,500	XXX	OJ	None	Mechanic/Repair	
CARPENTER	1,010,000	67,000	12,000	20,500	XX	AP	4	Construction	
CASHIER	1,250,000	92,000	7,000	14,000	XXX	OJ	None	Office	
CLERGY	253,000	15,000	6,000	20,000	XX	College	5 to 7	Social Service	
COLLEGE/UNIVERSITY TEACHER	583,000	17,000	10,000	25,400	X	College	5 to 7	Education	
COMMERCIAL ARTIST	67,000	3,600	7,500	20,000	X	CO-SS	2 to 4	Art/Design	
COMPUTER OPERATOR	565,000	8,500	8,000	20,000	XX	CO-SS	2	Office	
COOK/CHEF	1,065,000	79,000	7,000	20,000	XXX	AP-CO-OJ-SS	1 or 2	Service	
COSMETOLOGIST	534,000	30,000	6,000	20,000	XX	CO-SS	2	Service	
COUNSELOR	72,300	3,500	10,000	22,000	X	College	5	Social Service	
DENTAL ASSISTANT	135,000	13,500	7,500	15,000	XXX	CO-OJ-SS	1 to 2	Health	
DENTAL HYGIENIST	27,000	5,100	9,000	20,000	XXX	College	2 to 4	Health	
DENTAL LAB TECHNICIAN	42,000	3,700	8,000	18,000	XXX	CO-OJ-SS	2	Health	
DENTIST	112,000	4,800	18,000	40,000	XXX	College	7 to 8	Health	
DIETICIAN	45,000	2,800	12,000	24,000	XXX	College	4 or 5	Health	
DRAFTER	320,000	16,500	8,400	20,000	XXX	AP-CO-OJ-SS	2 to 4	Scientific/Technical	
ELECTRICIAN	260,000	13,700	12,000	26,000	XXX	AP	4	Construction	
ELEMENTARY TEACHER	1,364,000	70,000	8,000	20,000	X	College	5	Education	
ENGINEER	1,133,000	56,500	14,500	30,000	XXX	College	4 or 5	Scientific/Technical	
ENGINEERING TECHNICIAN	586,000	29,000	9,000	17,800	XXX	CO-SS	2	Scientific/Technical	
ENVIRONMENTAL SCIENTIST	54,200	3,450	13,300	25,000	XXX	College	4 or 5	Scientific/Technical	
FARM/RANCH WORKER	1,345,000	65,000	10,000	20,000	X	OJ-CO	2 to 4	Scientific/Technical	
FIREFIGHTER	210,000	8,300	10,000	18,300	XX	OJ	None	Service	

*A JOB OUTLOOK
XXX Excellent
XX Good
X Fair

**B KIND OF TRAINING
AP Apprentice Program
CO College
OJ On-the Job
SS Special School

***D JOB CLUSTERS
Occupational classifications
(U.S. Department of Labor)

Job Title Research

SEE EXPLANATIONS OF COLUMNS AT BOTTOM OF PAGE

JOB TITLE	NUMBER OF PEOPLE EMPLOYED	YEARLY NUMBER OF JOB OPENINGS	YEARLY PAY LOW	YEARLY PAY HIGH	A* JOB OUTLOOK	B** KIND OF TRAINING	C YEARS OF TRAINING	D*** JOB CLUSTER	E NUMBER OF MATCHES
FLIGHT ATTENDANT	42,000	6,000	8,400	14,000	XXX	CO-SS	1 or 2	Transportation	
FORESTER	25,000	1,100	10,000	22,000	X	College	4	Scientific/Technical	
FORESTRY TECHNICIAN	11,000	600	7,500	13,000	XX	CO-SS	2	Scientific/Technical	
HEALTH/REGULATORY INSPECTOR	115,000	7,900	9,500	24,000	XXX	College	4	Service	
HEALTH SERVICES ADMINISTRATOR	160,000	16,000	15,000	45,000	XXX	College	5 or 6	Health	
HEATING/AIR/REFRIG. MECHANIC	175,000	17,400	12,500	21,000	XXX	AP-CO-OJ-SS	3	Mechanic/Repair	
HOME ECONOMIST	141,000	6,100	8,500	25,400	X	College	4	Social Service	
HOTEL CLERK	62,000	3,300	10,000	14,000	X	OJ	None	Office	
HOTEL MANAGER	137,000	7,000	12,000	30,000	X	College	4	Office	
INDUSTRIAL MACHINERY REPAIRER	320,000	30,000	12,000	18,000	XXX	AP-OJ-SS	1 or 2	Mechanic/Repair	
INSTRUMENT REPAIRER	75,000	6,600	11,000	21,000	XX	AP-OJ-SS	2	Mechanic/Repair	
INSURANCE AGENT	490,000	27,500	10,000	30,000	XX	CO-OJ	2 to 4	Office	
INTERIOR DESIGNER	37,000	1,900	7,500	30,000	X	CO-SS	2 to 4	Art/Design	
IRONWORKER	71,000	6,500	13,000	30,000	XXX	AP	3	Construction	
LAWYER	396,000	23,400	15,000	40,000	X	College	7	Office	
LIBRARIAN	128,000	8,000	10,500	22,000	X	College	5	Education	
LIBRARY TECHNICIAN	143,000	8,300	7,000	16,000	XXX	CO-OJ	2	Education	
LIFE SCIENTIST	205,000	12,000	11,000	25,000	XXX	College	4 or 5	Scientific/Technical	
LITHOGRAPHIC WORKER	29,000	1,900	12,000	22,000	XXX	AP-SS	4 or 5	Industrial	
LUMBER WORKER	345,000	18,000	10,000	18,000	X	OJ	None	Industrial	
MACHINIST	405,000	20,000	10,000	20,000	XX	AP-OJ	4	Industrial	
MAIL CARRIER	250,000	5,300	12,000	15,000	X	OJ	None	Service	
MANUFACTURER'S SALESWORKER	362,000	17,600	10,000	30,000	XX	CO-OJ	2 to 4	Sales	
MARKETING RESEARCH WORKER	25,000	3,000	13,000	28,000	XXX	College	4	Office	
MATHEMATICIAN/STATISTICIAN	62,000	2,500	12,000	27,000	XX	College	4 or 5	Scientific	
MEATCUTTER	215,000	4,900	10,000	18,000	X	AP-OJ	2 or 3	Service	
MEDICAL TECHNICIAN (EMT)	287,000	37,000	7,000	12,000	XXX	CO-OJ-SS	2	Health	
MEDICAL LAB WORKER	240,000	20,000	10,000	18,000	XXX	College	4	Health	
NEWSPAPER REPORTER	40,500	2,100	11,000	26,000	X	College	4	Communication	
NURSE, LICENSED PRACTICAL	460,000	53,000	8,000	15,000	XXX	CO-SS	1	Health	
NURSE, RN	960,000	83,000	12,000	18,000	XXX	CO-SS	3 or 4	Health	
NURSING AIDE/ATTENDANT	1,000,000	83,000	7,000	12,000	XXX	OJ-SS	None	Health	
OCCUPATIONAL THERAPIST	10,600	1,300	12,000	18,000	XXX	College	4 to 5	Health	
OFFICE MACHINE OPERATOR	163,000	7,700	8,000	12,000	X	OJ-SS	1	Office	
OPERATING ENGINEER	585,000	41,000	12,000	28,000	XXX	OJ-AP	3	Construction	
OPTOMETRIST	19,700	1,500	16,000	34,000	XX	College	6	Health	
PAINTER	410,000	27,000	12,000	24,000	XX	AP	3	Construction	
PERFORMING ARTIST	172,000	9,500	9,500	25,000	X	CO-SS	2 to 4	Art	
PERSONNEL/LABOR REL. WORKER	335,000	23,000	12,000	25,000	XXX	College	4	Office	
PHARMACIST	120,000	8,900	14,000	26,000	XX	College	5 to 6	Health	

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JOB TITLE	NUMBER OF PEOPLE EMPLOYED	YEARLY NUMBER OF JOB OPENINGS	YEARLY PAY LOW	YEARLY PAY HIGH	A* JOB OUTLOOK	B** KIND OF TRAINING	C YEARS OF TRAINING	D*** JOB CLUSTER	E NUMBER OF MATCHES
PHOTOGRAPHER	85,000	3,700	9,100	18,500	X	CO-OJ-SS	2 to 4	Art/Design	
PHYSICAL SCIENTIST	205,000	7,740	12,000	28,000	XXX	College	5	Scientific/Technical	
PHYSICAL THERAPIST	25,000	2,100	9,000	18,000	XXX	College	5	Health	
PHYSICIAN	375,000	21,800	22,000	54,000	XXX	College	8	Health	
PILOT (Airplane)	83,000	4,100	13,000	47,000	XXX	CO-SS	2 to 4	Transportation	
PLUMBER/PIPEFITTER	385,000	30,000	14,000	24,000	XXX	AP	5	Construction	
POLICE OFFICER	500,000	32,500	10,000	18,000	XXX	CO-OJ-SS	2	Social Service	
POSTAL CLERK	270,000	3,700	12,000	16,000	X	OJ	None	Office	
PROBATION/PAROLE OFFICER	40,000	4,000	10,000	18,000	XX	College	4 or 5	Social Service	
PROGRAMMER	230,000	9,700	10,000	25,000	XXX	College	2 to 4	Office	
PSYCHOLOGIST	90,000	5,600	11,000	25,000	XX	College	6	Social Science	
PUBLIC RELATIONS WORKER	115,000	8,300	10,000	30,000	XXX	College	2 to 4	Office	
PURCHASING AGENT	192,000	13,800	12,000	25,000	XXX	College	4	Office	
RADIOLOGIC TECHNICIAN	80,000	6,300	9,000	15,000	XXX	CO-SS	2	Health	
REAL ESTATE SALESWORKER	450,000	45,500	16,000	40,000	XXX	CO-OJ-SS	2	Sales	
RECEPTIONIST	500,000	38,000	7,200	12,000	XXX	OJ	None	Office	
RECREATION WORKER	85,000	6,000	9,000	22,000	XXX	College	2 to 4	Social Service	
RESPIRATORY THERAPY WORKER	36,000	4,700	9,000	18,000	XXX	CO-SS	2	Health	
RETAIL SALESWORKER	2,725,000	155,000	7,200	18,000	XXX	OJ	None	Sales	
SECONDARY TEACHER	1,111,000	13,000	9,000	22,000	X	College	5	Education	
SECRETARY/STENOGRAPHER	3,500,000	295,000	7,500	15,000	XXX	CO-SS	2	Office	
SECURITIES SALESWORKER	90,000	5,500	12,000	44,000	XX	College	2 to 4	Sales	
SERVICE STATION ATTENDANT	420,000	14,800	6,500	12,000	XX	OJ	None	Sales	
SHIPPING/RECEIVING CLERK	440,000	23,000	9,000	14,000	XX	OJ	None	Office	
SOCIAL SCIENTIST	184,000	9,300	12,000	28,000	XX	College	5 to 7	Social Science	
SOCIAL WORKER	330,000	25,000	9,000	18,000	XXX	College	4 to 6	Social Service	
SPEECH PATHOLOGIST/AUDIOLOGIST	38,000	2,900	10,000	24,000	XXX	College	5	Health	
SURVEYOR	52,000	3,500	7,500	17,000	XXX	CO-OJ	2 to 4	Scientific/Technical	
SYSTEMS ANALYST	160,000	7,600	13,000	28,000	XXX	College	4 or 5	Office	
TECHNICAL WRITER	22,000	1,150	10,000	22,000	XX	College	4 or 5	Communication	
TELEPHONE CRAFTS WORKER	135,000	5,000	9,000	15,000	XX	OJ	None	Mechanic/Repair	
TELEPHONE OPERATOR	340,000	11,600	8,000	15,000	X	OJ	None	Service	
TRUCK/BUS DRIVER	2,173,000	94,900	12,000	24,000	XX	OJ	None	Transportation	
TV/RADIO SERVICE TECHNICIAN	114,000	6,700	8,500	18,000	XXX	AP-OJ-SS	2	Mechanic/Repair	
TYPIST	1,000,000	63,000	7,000	10,500	XX	OJ	None	Office	
URBAN PLANNER	16,000	1,100	11,000	28,000	XXX	College	5 to 7	Office	
VETERINARIAN	30,500	1,800	16,000	37,000	XXX	College	7	Health	
WAITER/WAITRESS	1,260,000	71,000	7,000	12,000	XX	OJ	None	Service	
WELDER	660,000	33,800	9,500	20,000	XXX	AP-SS-CO	2 to 4	Industrial	
WHOLESALE SALESWORKER	808,000	41,000	9,500	20,000	XX	CO-OJ	2 to 4	Sales	

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***D JOB CLUSTERS
Occupational classifications
(U.S. Department of Labor)

Whew! You're Almost There!

By completing Job-O and researching your job titles, you have now arrived at: . . .

Step Number 5

Making A Decision

Making a Decision (step 5 cont'd.)

A. *Consider* all the JOB TITLES in which you had five or more matches.

B. *Choose* three JOB TITLES that you like best. Write them in the boxes below. Use the information in this folder to list the important facts about each of the three JOB TITLES.

Job Titles	1.	2.	3.
Number of People Employed			
Yearly Number of Job Openings			
Yearly Pay	low high	low high	low high
Job Outlook			
Kind of Training			
Years of Training			
Job Cluster			

C. *Compare* the information about the three JOB TITLES, choose the JOB TITLE that you like best, and write it in the box below:

Job Title

D. ZERO IN ON THE JOB!

- ☐ Use the OCCUPATIONAL OUTLOOK HANDBOOK
- ☐ Talk to a COUNSELOR
- ☐ Visit a CAREER INFORMATION CENTER
- ☐ Visit people who are ON THE JOB

JOB CLUSTERS

JOB TITLES are listed in CLUSTERS in Column D in this fo'der. A CLUSTER is a group of jobs that are in the same general field of work.

GENERAL JOB TITLES

Certain JOB TITLES listed in JOB-O are GENERAL JOB TITLES. They are: Clergy, Engineer, Environmental Scientist, Life Scientist, Physical Scientist, Social Scientist, and Telephone Crafts Worker. See the Occupational Outlook Handbook or ask your counselor for specific JOB TITLES under each of these general titles.

Making a Decision (step 5 cont'd.)

If Tests Could Talk

There are many information resources a student can use to begin considering career options. Do not limit yourself to one resource when there are many ways of gathering important information.

Vocational tests are sometimes used to help people make these career choices. Tests help to identify your likes and dislikes, strengths and weaknesses, talents and abilities.

Basically, Interest Inventory Tests give personal scores for the six interest areas: science, creative arts, social service, business contact (people-oriented), business detail (facts and figures).

Testing has limitations, however. Tests cannot possibly cover all available occupations. Some people do not like to take tests. Therefore, results may not be accurate. Tests can't talk, but people can.

Some People Who Talk About Career Choices

Parents and friends, the people you know best, will want to help you choose a career. You are most comfortable with those close to you, and often are more able to share your doubts, fears and concerns about your future.

Counselors can be helpful. They can direct you to the "Armed Services Vocational Aptitude Battery" or to the "Kuder Occupational Interest Survey," or share with you some additional information about careers.

University Vocational Guidance Center. If professional guidance is unavailable at the school, the state employment service or a nearby university vocational guidance center may be able to help you. You can obtain the names of competent counseling agencies in your area by writing to:

American Personnel and Guidance Association
1608 New Hampshire Ave. N.W.
Washington, D.C. 20009

Step 6 - Imagining the Future

Congratulations! You have narrowed your choices and focused on a career which is the closest match to your requirements. Remember, you have not made a final decision, but a tentative one. Give yourself more time to think about and explore the job you are interested in. If possible, get a part-time job or even volunteer your time in order to observe what the position is really like.

The next best thing to reality is imagining what your future will be if you pursue this career choice. How will it affect your immediate life-style? How do you think you will feel working on the job? What changes would take place in your life? Would you live in the same area? What would a typical day be like?

This kind of projection is the final step in the decision-making process. It is important to be aware of the consequences of your decision. Use the space below to describe how you imagine the changes your career choice will make in your life and its effect on those around you.

GOOD LUCK IN WHATEVER YOU DECIDE TO BE!

In Your Future

Personal Contract

I hereby state that I understand that a job decision cannot be made based on feelings alone. It requires thought, research, and patience. I testify that I have taken all the steps necessary to arrive at an effective decision. I have arrived at a tentative decision to become a(an) _____.

I feel (check one)

( ) confident or ( ) unsure

about my decision because _____

_____

_____

I believe my next action should be to _____

_____

_____

I thought about different alternatives and choices, and discussed my future plans with _____.

I take full responsibility for choosing a job with which I will be satisfied. I realize that I will have to live with my decision. Even though I will be open-minded as I listen to others and research information, I know that I alone am responsible for my job choice.

_____ _____
Date Signature of Student

_____
Signature of Teacher

_____
Signature of Witness

Your Personal Vocabulary List

The Word	The Definition	A Sentence Using The Word

Decision Making: Summary Questions

Directions: On a separate sheet of paper, answer the following:

1. What are the six (6) steps in decision-making? Tell why each is important.

2. Why is it helpful to write down the "advantages" and "disadvantages" of a particularly difficult problem?

3. Why is it important to be willing to accept the consequences of your own decisions?

4. Why are each of the seven (7) factors of "Considerations Before Choosing a Job," listed below, so important?

   a - leisure time activities;

   b - general life goals;

   c - physical activities;

   d - special talents, aptitudes, and abilities;

   e - school preparation;

   f - specific job duties;

   g - work environment.

BIBLIOGRAPHY

Selected Reading List

Ask your librarian how you can receive these free materials:

Gale, Barry and Linda. The National Career Directory. Over 2000 references to free and inexpensive materials.

Goodman, Leonard. Current Career and Occupational Literature. Arranged by career, this bibliography lists free or inexpensive materials available from corporations, government agencies, and professional organizations.

U.S. Department of Labor. Occupational Handbook. Annual. Following each article, there is a listing of addresses to which you can write for more information.

Selected free publications from the U.S. Department of Labor:

Jobs for Which You Can Train Through Apprenticeship.

Jobs for Which You Can Qualify if You Are Not a High School Graduate.

Jobs for Which You can Qualify if You're a High School Graduate.

Jobs for Which a High School Education is Preferred but not Essential.

A-V for free:

The Occupational and Career Education Resource Centers have many films and multi-media kits available for circulation at no cost.

Brooklyn Center: 347 Baltic St., 11201, Tele: 625-5519, 21
Bronx Center: 1021 E. 178th St., 10460, Tele: 328-1330
Queens Center: 138-11 35th Ave., Flushing, 11354, Tele: 359-3120,1,2

Job-related biographies:

Albrecht, Mary Ellen. The Making of a Woman Cop.

Anderson, Peggy. Nurse.

Cameron, Betsy. Lisanne: a Young Model.

Haskins, Jim. James Van Derzee: The Picture Takin' Man.

LeFlore, Ron. Breakout: from Prison to the Big Leagues.

Lose, Phyllis. No Job for a Lady.

Parker, Willie. Halt! I'm a Federal Game Warden.

Pileggi, Nicholas. Blye, Private Eye.

Smith, Dennis. Report from Engine Company 82.

Walker, Thomas. Fort Apache

BASIC SELECTED REFERENCE SOURCES

Occupational Outlook Handbook. Bureau of Labor and Statistics, United States Department of Labor, 1970. Contains descriptions of more than 780 careers.

Dictionary of Occupational Titles. Volume I, Definition of Titles, 3rd edition. United States Department of Labor, Employment Service, Superintendent of Documents, 1965.

Hopke, William E. Encyclopedia of Careers and Vocational Guidance. Vol. I: Planning Your Career; Vol. II: Career and Opportunities. Fergusen Peabody Company, 1967.

Lovejoy, Clarence E. Career and Vocational School Guide. Fourth Edition, Simon & Schuster, 1973. A source book, clue book, and directory of institutions; training for job opportunities.

SELECTION TOOLS: BIOGRAPHY AND FICTION

Nicholson, Margaret E. People in Books: a Selective Guide to Biographical Literature Arranged by Vocations and Other Fields of Reader Interest. H.W. Wilson, 1969. 498 pp. $12.00. 950 University Ave., Bronx, N.Y. 10452.

Haebich, Kathryn (Corp.). Vocations in Biography and Fiction: an annotated list of books for young people including easy-reading titles. Chicago, 9L9, 1962. 77 pp. $1.75. 50 East Huron St., Chicago, IL 60611

REFERENCE BOOKS: POETRY

Granger's Index to Poetry (use poetry books in library, find poems which deal with work, the worker, or success and analyze the poems to identify the attitudes toward them).

Poems students can read and discuss which treat occupations include:

"A Civil Servant" by Robert Graves

"Dolor" by Theodore Roethke (office worker)

"Leaves of Grass" by Walt Whitman

"Night Shift" by Sylvia Plath (factory workers)

"The Gresford Disaster" (anonymous) - (miners)

"What Is He?" by D.H. Lawrence (cabinet maker)

"Buyers and Sellers" by Carl Sandburg (laborers)

"A Politician Is an Arse Upon" by e. e. cummings

"Jazz Fantasies" by Carl Sandburg (jazz musician)

"I, Too, Sing America" by Langston Hughes (laborers)

"Alberta K" - poem series by Langston Hughes

MAGAZINES

Career World: the beginning guide to career and self-awareness. Curriculum Innovation, Inc., monthly.

Real World: a look at life and work. King Features, 9 issues per year. A colorful, tabloid-size newspaper.

Getting it Together—my Job Campaign. Open Doors, 200 Madison Ave., New York, N.Y. 10016; (212) 516-2086.

NOVELS - Careers in Fiction

Anderson, Sherwood. The Egg. A small restaurant owner.

Butterworth, W.E. The Narc. A young police officer.

Bethancourt, T. Ernesto. Dr. Tom Superstar. The death of a rock superstar.

Bova, Ben. Kinsman. An astronaut.

Bradbury, Bianca. Mised-Up Summer. A nursing career.

Elfman, Blossom. The Butterfly Girl. A sympathetic social worker.

Hallman, Ruth. Midnight Wheels. Female car mechanic.

Keyes, Daniels. Flowers for Algernon. Doctors, nurses.

Le Guin, Ursala K. Very Far Away from Anywhere Else. Music and science.

Lipsyte, Robert. The Contender. A professional boxer.

Naylor, Phyllis Reynolds. Wrestle the Mountain. Professional artist.

Thurber, James. The Secret Life of Walter Mitty. Variety of jobs described.

Sindel, Paul. I Never Loved Your Mind. Teenagers working in a hospital.

NEW TITLES

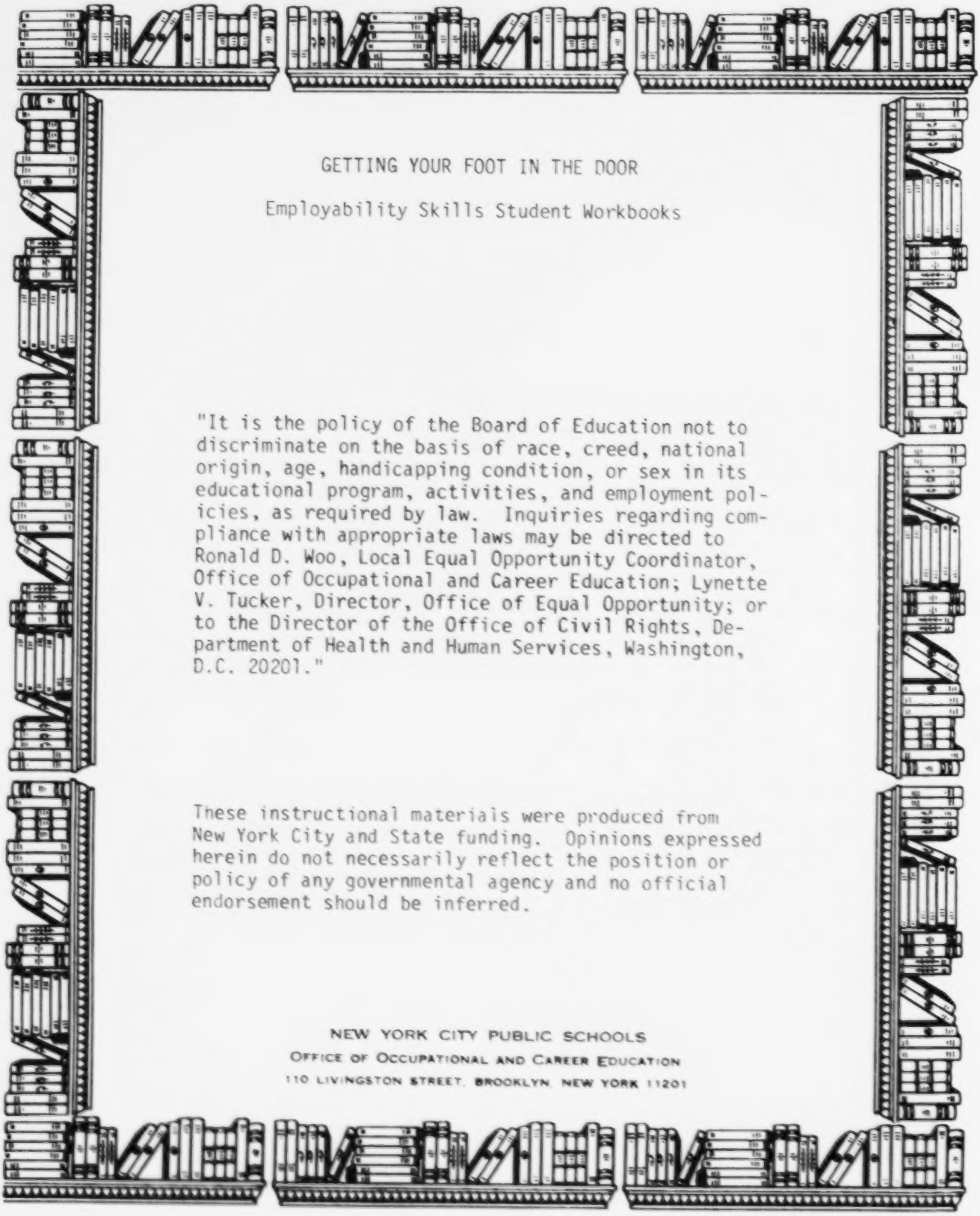
Wolfe, Tom. The Right Stuff.

Mitchell, Joyce Slayton. Be a Mother and More: Career and Life Planning.

Mitchell, Joyce Slayton. I Can Be Anything—Careers and Colleges for Young Women.

The Men's Career Book: Work and Life Planning for a New Age.

Notes



GETTING YOUR FOOT IN THE DOOR

Employability Skills Student Workbooks

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